DOCUMENT RESUME

ED 312 503 CE 053 684

AUTHOR Gessaman, Paul H.
TITLE Goals for Business Operations and Family Life. The Retailer's Tool Kit and Instructor's Guide. North Central Regional Extension Publications #285 and #288.
INSTITUTION Nebraska Univ., Lincoln. Cooperative Extension Service.
PUB DATE Aug 88
NOTE 77p.; Document contains colored paper. For related documents, see CE 053 685-686.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Adult Education; *Business Administration; Decision Making Skills; Entrepreneurship; Family Life; *Goal Orientation; *Management by Objectives; *Organizational Objectives; Personality Assessment; Psychological Characteristics; Psychological Needs; *Retailing; *Self Evaluation (Individuals); Small Businesses; Success; Time Management; Values; Values Clarification; Workshops

ABSTRACT

This packet contains student materials and an instructor's guide for use in a series of workshops on the "GOALS Process" for persons in retail businesses. The materials provide a framework for individual or family use in self-assessment and a means of identifying business and family life goals, setting priorities, and developing management plans--the "GOALS Process." The student materials start with a discussion of goals and goal-directed management. This introduction is followed by an interrelated sequence of activities through which participants can develop a management plan for attaining their high-priority goals. Activities include using a self-assessment questionnaire, answering questions about resources, and carrying out goal setting and planning. Forms for assessing preferences, determining goals, setting priorities, and creating a management Plan are included in student materials. The instructor's guide takes workshop leaders through the GOALS Process, provides teaching suggestions, and includes three case studies to stimulate discussion. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED312503

North Central Regional
Extension Publication #285

GOALS FOR BUSINESS OPERATIONS AND FAMILY LIFE

The Retailer's Tool Kit

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

P Geraman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE 053 684

BEST COPY AVAILABLE

North Central Regional Extension Publications are subject to peer review and prepared as a part of the Cooperative Extension activities of the thirteen land-grant universities of the 12 North Central States, in cooperation with the Extension Service-U. S. Department of Agriculture, Washington, D.C. The following states cooperated in making this publication available.

Purdue University
301 S. Second St.
Lafayette, IN 47905
317-494-6795

Iowa State University
112 Printing & Publ. Bldg.
Ames, IA 50011
515-294-5247

Kansas State University
Umberger Hall
Manhattan, KS 66506
913-532-5830

University of Missouri
115 S. Fifth St.
Columbia, MO 65211
314-882-7216

*University of Nebraska
Dept. of Ag. Communications
Lincoln, NE 68583-0918
402-472-3023

North Dakota State University
Dept. of Ag. Comm., Box 5655
Fargo, ND 58105
701-237-7881

Ohio State University
2120 Fyffe Road
Columbus, OH 43210
614-292-1607

University of Wisconsin
Ag. Bulletin, Rm. 254
30 N. Murray St.
Madison, WI 53715
608-262-3346

Lincoln University
900 Moreau Drive
Jefferson City, MO 65101
314-751-3797

*Publishing state

For copies of this and other North Central Regional Extension Publications, write to: Publications Office, Cooperative Extension Service, in care of the University listed above for your state. If they do not have copies or your state is not listed above, contact the publishing state as specified.

NCR 285
August 1988

GOALS FOR BUSINESS OPERATIONS AND FAMILY LIFE

THE RETAILER'S TOOL KIT

by Paul H. Gessaman
Extension Agricultural Finance Economist
University of Nebraska-Lincoln

This circular was developed for use by persons and families who operate retail businesses. Similar circulars are available for: (1) operators of firms that combine labor and other inputs to make products sold to others ("manufacturers"), and (2) operators of firms that supply services to customers ("service providers"). Each circular provides a framework for individual or family use in self-assessment, and a means of identifying business and family life goals, setting priorities, and developing management plans -- a sequence of activities referred to here as the "GOALS Process." When completed, the GOALS Process will help you be more effective in managing your business operations and your family life activities.

These circulars are intended for use in educational programs, that provide a series of workshops where you will be able to complete the GOALS Process. You'll find that the GOALS Process goes better when workshops are separated by about a week. In the interval between workshops, you will have time to think, to discuss, and to negotiate insights from the completed parts of the GOALS Process before going on to the next part. Your thinking will have time to "mature," making the later sessions more useful.

As an introduction to the GOALS Process, this document starts with a discussion of goals and goal-directed management. The introduction is followed by an interrelated sequence of activities through which you can develop a management plan for attaining your high priority goals.

THE NATURE AND IMPORTANCE OF GOALS

Individuals and families who operate business firms do so for a variety of reasons. For most people, economic incentives provide important reasons for their work -- we all need income to pay for necessities and luxuries of life. But, almost no one operates a business solely for profit -- satisfactions are found in many aspects of business operations.

For some business operators, social contacts are important. Some consider the services they provide are the real reason for being in business. Others value the family sharing and closeness that comes from working together. Whatever the sources of satisfaction, persons in every business need a reasonable balance between business activities and family life. The GOALS Process will help you identify a balance between business operations and family life that you think is approriate. To secure that outcome, the GOALS Process starts by asking you to think about the qualities and outcomes you want in family life and work activities.

Have you (you and your family) ever pondered questions like these:

- What do I (we) really want in life?

- What am I (are we) <u>really</u> trying to achieve through use of time, effort, money, and management skills?

- What can I (we) do with our time, effort, money, and management skills that will be most productive and worthwhile?

- What should I (we) do in business and family life to effectively use the interests and abilities of all who are involved?

- How can I (we) best build for the future, given our present economic base and the conditions that we now foresee?

- When should I (we) be able to attain the things I (we) want in life?

- What can I (we) do when important things conflict with one another? i.e., how are the inevitable conflicts of life to be resolved?

There are no easy answers to these fundamental questions of life. As "goal questions" they focus on your present situation <u>and</u> your hopes, dreams, and ambitions for the future. They also are "goal questions" for other persons whose lives are linked to yours -- their hopes and dreams and ambitions are interrelated with yours and influence your goals and priorities.

In reality, goals are unique personal statements -- statements that reflect your values and beliefs, the resources you have available, and the opportunities and limitations you face. They are visions of the future held by the persons in each business and family unit. In a very real sense, goals are statements of the outcomes that human beings want to attain in life. As such, goals provide direction for business and family life decisions -- good management IS goal-directed.

Yes, goals are important. But, goals and priorities and management plans are not final and unchanging. The human, physical, and financial conditions of business and family life do not remain constant. When economic conditions change; when an associate or employee arrives or leaves; when death claims a spouse or other family member; when other changes occur, you'll be working and living under new conditions. Some of your original goals will continue to be important. Others may become unimportant or infeasible. New interests (and new goals) will emerge, priorities will change. The focus of management will shift to reflect new goals and revised priorities. Thus, despite the time and effort required, updating is important. It reconfirms or modifies your goals, renews your priorities, and makes you a more effective manager.

GOAL-DIRECTED MANAGEMENT

Both casual observation and careful examination of business and family life indicate that there is more to life than making profits. While everyone knows that profits are vital to present and future well-being, most people want more than economic return. The "64-dollar question" of life and management is, "What am I (What are we) managing to achieve?"

If things hoped for and dreamed about in life are identified by goals, then common sense says, "Manage for goal attainment." Certainly, that's not a revolutionary idea. But, managing for goal attainment requires that you think in a different way -- that you to think first about goals, then about business and family life activities needed to attain those goals. And, when those two steps are done, identify and secure resources for the needed activities.

Goal-directed management starts with recognition that each person has goals. Within a business or/and family unit, many goals will be shared. But, family members also will have individual goals. The resulting differences are dealt with through discussion, negotiation, and compromise -- social activities required for effective priority setting, and for improved management capability within the family unit.

Management that's guided by high-priority goals -- where decisions are focused on goal attainment -- is called "goal-directed management." MANAGEMENT IS A GOAL-DIRECTED ACTIVITY, and goal identification is critical to good management. Each person, each family, and each business faces this issue:

> "Are management goals to emerge from a pattern of decisions occurring over time? OR, are goals to be openly identified, discussed, prioritized, and <u>then</u> used as the basis for management decisions?"

In goal-directed management, goals and priorities are identified first, the management decisions are focused on goal attainment.

OVERVIEW OF THE GOALS PROCESS

The GOALS Process used in these circulars is relatively simple. It starts with self-assessment to stimulate your thinking about the activities in business operations and family life that you enjoy, and to identify those you find less fulfilling. Then you'll consider resources and alternatives, starting from a series of questions about living and work situations that you would find satisfying. A framework is provided for identifying goals and assigning initial rankings of importance and/or urgency to each goal. Narrative and worksheets in the final pages of this circular provide a priority-setting and management plan framework you can use when planning for goal attainment.

Throughout the GOALS Process, emphasis is placed on having the persons in each business (family) unit share, discuss, and snythesize their perspectives through negotiation and compromise. In most cases, all interested persons in the family and/or business unit should take part. Single persons often find discussion with a close friend or business associate helps to stimulate their thoughts about desired outcomes -- though analytic thought also makes it possible to work individually in completing the GOALS process.

It's important that persons using these materials be aware of assumptions of the GOALS Process. The process assumes these conditions:

-- People are more motivated, and do better work, when they have responsibilities they enjoy.

-- All adult and mature adolescent family members take part in decisions that affect the family unit.

-- Business and family life decisions and actions place competing claims on the physical, financial, and human resources available to persons in the family and business units.

-- Goal conflicts and resource limitations can be dealt with through priority-setting based on discussion, negotiation, and compromise.

-- Individuals and family members are more willing to work with goal-directed management if they help identify goals and set priorities in a process where all points of view are given consideration.

If these statements are reasonably true for you, your work with the circular should go very well. If not all of the assumptions are true for you, there's no need to be alarmed. But, some parts of the the circular may not "fit" your situation. If so, use the appropriate parts, and ignore the rest.

CHECK TO ENSURE THAT YOU HAVE THE RIGHT MATERIALS

As indicated in the introductory discussion, there are three versions GOALS Materials -- this one is for retailers, another is for manufacturers, a third is for service providers. Each version uses terminology, examines issues, and has examples appropriate to its type of business firm. The same GOALS Process is used in each circular. If the version you have does not "fit" your situation, please select one of the other versions at this time.

THE SELF-ASSESSMENT

Is there anyone who runs a business firm who hasn't said at one time or another, "Why did I ever want to operate this business?"

While the question may be raised at any time, it is most likely that "Why did I . . .? will be heard when events like these occur:

-- inventory levels are too high, and there's almost no response to the once-a-year clearance sale.

-- the accountant calls to say that payroll tax deposits are due, and the bank account looks like Old Mother Hubbard's cupboard.

-- County Fair starts next week, you expect it to be your best volume week of the summer, and your doctor says, "You must reduce your work time and get that blood pressure down."

-- a new product that looked like a sure thing turns out to be a "dog."

-- the delivery truck suffers a fatal illness, you have no substitute, and you've promised immediate delivery to three important customers.

-- it's the peak of the Christmas sales season, and all three sales employees call in sick.

Under these and similar conditions, "Why did I . . . ?" is a typical human response that doesn't carry much meaning.

If "Why did I . . .?" is part of your thinking even when things are going well, it can become a festering sore that weakens motivation, undermines enthusiasm, and brings unhappiness in all of life. Under such conditions, "Why did I . . .?" may be a signal that life would be more satisfying with different responsibilities. Or, you would be happier in another line of work.

No one but you can know whether you <u>really</u> want to be a retailer. And, even if you do want to be a retailer, it may not be possible for you to continue as you are at present. At the same time, if you look elsewhere, you may find that other opportunities are quite limited, making your present situation the best choice for now. Whatever is the case, only you can decide what you want to do in life and work.

Recognizing business operations and family life often interact, this self-assessment focuses on your motivations, interests, abilities, skills, and satisfactions. It asks you to identify work and family life activities that you enjoy, and the ones you find less appealing. In doing so, you will assess your satisfaction with current conditions, and compare your work with that of others. When doing this, initially respond to the self-assessment questions without discussing the questions, or your answers, with others. Always be honest with yourself. There are no "right" or "wrong" answers. Your objective answers are needed as the foundation for more effective management of business and family life.

When you and others in your group have completed the self-assessment questions, there will be time for persons in each family or business unit to share and discuss their answers. If you are a single in family or business, ask a close friend, an associate, or any other person with whom you're willing to share your responses and insights, to join with you for purposes of discussion. Or, use the sharing and discussion time to carefully study your self-assessment responses and think about their meanings. In either case, you'll be ready to move on to the next activity when the discussion period is over.

In discussions with others during or after the workshop, observe these discussion rules:

-- Be open and honest with yourself and one another.

-- Resist the temptation to make value judgments about each other's statements or perspectives.

-- Don't react until the other person has fully expressed his/her ideas and/or point of view.

Use this document to record ideas gained from your study or discussion of responses. If different perspectives become evident, make notes about them. Information and insights gained through this self-assessment provide background for your goal identification and priority setting activities.

Keep in mind that the self-assessment <u>is</u> <u>not</u> intended to tell you that you should, or should not continue in your present business operation. It will help you identify your interests, motivations, and sources of satisfaction. And, it will stimulate your thinking about opportunities and challenges in business operations and family life.

INTEREST AND MOTIVATION QUESTIONS

These questions will help you to identify your business and family life interests, satisfactions, and sources of motivation. Answer these interest and motivation questions without discussing the questions, or your answers, with anyone else. If you come to questions that don't "fit" you -- questions that address topics not included in your life and activities, just skip them and go on. The important information and insights come from your responses to questions that apply to you and your life.

BE AS ACCURATE AND OBJECTIVE AS POSSIBLE IN ANSWERING THESE QUESTIONS. AS BEST YOU CAN, IGNORE YOUR PRESENT WORRIES AND CONCERNS, AND FOCUS IN ON THE "REAL YOU." DO YOUR BEST TO RESPOND WITH THE PLAIN UNVARNISHED TRUTH. YOU NEED "FACTS" WHEN YOU IDENTIFY GOALS AND PLAN FOR THE FUTURE OF YOUR BUSINESS AND YOUR FAMILY LIFE.

* * * * * * * * * * * * * * *

Please circle the answer that most closely describes your response to each question. The abbreviations mean:

SA = strongly agree
A = agree
U = undecided
D = disagree
SD = strongly disagree

1.	I'm glad to be operating a retail business.	SA	A	U	D	SD
2.	On most days, I look forward to doing whatever needs to be done that day.	SA	A	U	D	SD
3.	I'm generally satisfied with the quality of my daily business activities.	SA	A	U	D	SD
4.	I enjoy working with the level of independence and challenge my business provides.	SA	A	U	D	SD
5.	I think that operating my present retail store is the best occupation for me.	SA	A	U	D	SD

* * * * * * * *

6.	I like to supervise employees and direct their work.	SA	A	U	D	SD
7.	I like to act as cashier or checker for the store.	SA	A	U	D	SD

8. I like to wait on customers and help them find or select the merchandise they want to purchase. SA A U D SD

9. I like to sort, rearrange, and renew displays of merchandise. SA A U D SD

10. I like to be directly involved in selection of stock and preparation of displays. SA A U D SD

* * * * * * * *

11. I like to update inventory records, order stock, and price items offered for sale in my store. SA A U D SD

12. I like to plan employee schedules, make arrangements for needed maintenance, and generally make sure that daily operations go smoothly. SA A U D SD

13. I like the "detail work" required for business operations (keeping business records, paying bills, and preparing tax returns or reports). SA A U D SD

14. I like to keep my business looking neat and well-maintained throughout the year. SA A U D SD

15. I like to deal with representatives of suppliers and firms that provide services my business uses. SA A U D SD

* * * * * * * *

16. I like to work with employees to ensure that they develop new or better work skills. SA A U D SD

17. I like to delegate responsibility to employees so I can concentrate on the things I do best. SA A U D SD

18. I like to delegate responsibility to employees because my business prospers when I do so. SA A U D SD

19. I like to involve my employees in most management decisions. SA A U D SD

20. I like to involve my family in most management decisions. SA A U D SD

* * * * * * * *

21. I like to identify new products, arrange to get them in stock, and then promote their sale. SA A U D SD

22. I like to revamp displays, introduce new products and design new advertising approaches even when I can't fully predict the resulting outcomes. SA A U D SD

23. I enjoy meeting new people, contacting new customers, and merchandising new product lines. SA A U D SD

24. When business operations are going well, I like to "spin off" one or more responsibilities so I start new business ventures. SA A U D SD

25. I enjoy working with people I know in familiar activities that I understand and can do well. SA A U D SD

* * * * * * * *

26. I like to project facility and equipment needs for business operations during the next decade. SA A U D SD

27. I like to project capital and credit needs for the coming decade. SA A U D SD

28. I like to study expected long-run economic conditions and identify trends affecting the store. SA A U D SD

29. I like to have family members involved in discussion of future market conditions and business opportunities. SA A U D SD

30. I like to be directly involved in long-run planning of financial needs for the store. SA A U D SD

* * * * * * * *

31. I like to involve family members and/or business associates in my financial management decisions. SA A U D SD

32. I enjoy developing a step-by-step plan for responding to family and business financial management needs. SA A U D SD

33. I like to have a fairly high level of borrowing so I can have larger scale business operations. SA A U D SD

34. I like to work closely with my banker and suppliers to ensure sound credit arrangements. SA A U D SD

35. I like to use as little credit as possible in my business operations. SA A U D SD

* * * * * * * *

36. I like to be involved in local civic groups like the Chamber of Commerce, service clubs, etc. SA A U D SD

37. I like to represent the businesses in our local area when attending regional or national trade shows, fairs, or organization meetings. SA A U D SD

38. I like to develop and maintain linkages with our local government units and local school system. SA A U D SD

39. I like to support local civic groups, school programs, local teams, etc. through participation and contributions of merchandise and/or money. SA A U D SD

40. I am willing to take time off from my store to work with civic groups on special local events, or on occasions when extra help is needed. SA A U D SD

* * * * * * * *

41. It's important to me that I have opportunities to work and play and regularly be with my family and/or close friends. SA A U D SD

42. During busy seasons, business responsibilities take precedence over my participation in religious and/or secular organizations. SA A U D SD

43. I sometimes put off business activities that need to be done so I can help others in their work, volunteer, or fun activities. SA A U D SD

44. Whenever time is short, it's OK to reduce my contact with family and friends so I can concentrate on getting my work done as needed. SA A U D SD

45. If I have to make a choice between spending time improving my store operations, or using time for family life activities, I'll usually put the time into my business. SA A U D SD

* * * * * * * *

46. I like our (my) home and style of living. SA A U D SD

47. I'm satisfied with the educational opportunities available to persons in my household. SA A U D SD

48. I'm satisfied with my social life and contacts with friends and family members who don't live near me. SA A U D SD

49. I'm satisfied with my opportunities to attend cultural events and to express my artistic abilities. SA A U D SD

50. I'm satisfied with my present opportunities to be of service to others. SA A U D SD

51. I'm satisfied with my present level of work and family life responsibilities, and am willing to continue to live with the resulting claims on my time and energy. SA A U D SD

* * * * * * * *

52. I enjoy the "office work" needed to keep our household operating smoothly through the year (keeping records, paying bills, etc.). SA A U D SD

53. I enjoy managing to keep down costs of household operations through careful shopping and daily management of household activities. SA A U D SD

54. I enjoy cooking, cleaning, organizing, and managing time and effort required to run our household. SA A U D SD

55. I enjoy sharing responsibility for household activities in the daily operation of our home. SA A U D SD

* * * * * * * *

56. Compared to other families, I think we are more successful in working out our differences. SA A U D SD

57. Compared to other families, I think we do more things together and share more common interests. SA A U D SD

58. Compared to other families, I think we have a higher level of communication and sharing of information and decisions. SA A U D SD

59. Compared to other families, I think we have more flexibility in our roles and sharing of responsibilities. SA A U D SD

60. Compared to other families, I think we have more ability to adapt to changing circumstances. SA A U D SD

* * * * * * * *

Before going on to the next step of this self-assessment where you'll develop brief written statements that summarize your thinking about twelve aspects of business and family life, take time to share and discuss responses to the self-assessment questions with others in your business and/or family. In doing so, remember to observe these discussion rules:

-- Be open and honest with yourself and one another.

-- Resist the temptation to make value judgments about each other's statements or perspectives.

-- Don't react until the other person has fully expressed his/her ideas and/or point of view.

If you don't have a person to talk with, please use the discussion time to go back over the questions and the responses you've recorded. Think about their implications for your satisfaction with business activities and family life.

INTEREST AND PREFERENCE STATEMENTS

In this part of the self-assessment, you'll develop statements on twelve aspects of your business operations and family life. As you do so, use information and insights generated by the 60 self-assessment questions and the discussion of those responses with your spouse, business associate, or confidant.

It will be easier to EXPRESS IN YOUR OWN WORDS the insights you've gained from the self-assessment if you consider the questions and responses a few at a time. Thus, the introduction for each statement asks that you consider responses and discussion of a few of the self-assessment questions. Each group addresses a dimension of your business or family life situation. An example is provided for Statement One to help you visualize the intended results.

* * * * * * * * * * * *

Statement One -- Questions 1 through 5 ask about your feelings and reactions to operating a retail store. Look at your responses to these five questions, and read the example. Now, write two or three sentences that sum up your interests and motivations related to your present retail store operations.

AN EXAMPLE STATEMENT: I enjoy operating our retail store and generally find stimulation in the challenges provided by my work. I look forward to each day's work and want to continue in business.

Your statement goes here: _____

_____

_____

_____

_____

_____

Statement Two -- Questions 6 through 10 focus on work roles in store operations. What aspects of store operations are interesting or fulfilling, and what are the ones that you don't enjoy? For what work activities do you have a "built-in advantage" because of your interests? Put your summary here:

_____

_____

_____

_____

_____

_____

Statement Three -- Questions 11 through 15 address several aspects of routine work activities. What are your interests and preferences regarding these aspects of your store's operations? Summarize your responses here:

Statement Four -- Questions 16 through 20 focus on aspects of your "internal management style." What type of participation in decision-making and operating environment do you like? What do the answers tell you about your willingness to share or delegate responsibility? Put your summary here:

Statement Five -- Questions 21 through 25 ask for your reactions to new and different situations and work activities. What insights about reactions to new ideas or situations are evident in the answers? Put your summary here:

Statement Six -- Questions 26 through 30 ask about your approach to long-range planning for your business operations. What do the answers tell you about your interest in looking ahead, planning for change, and keeping up with (or, ahead of) your competition? Put your summary here:

Statement Seven -- Questions 31 through 35 provide insights about your approach to decision making on financial matters, and your interest in involving others in making financial decisions. Summarize your insights here:

Statement Eight -- Questions 36 through 40 ask about several aspects of your involvements beyond store operations. Are you willing to take time to participate in the life of your community? Do you like to "represent" your business and community away from home? Summarize your interests and preferences here:

Statement Nine -- Questions 41 through 45 address your beliefs and behaviors regarding the relative importance of business, family, and personal life activities. Use these lines to sum up insights gained from questions 41-45:

Statement Ten -- Questions 46 through 51 focus on your home, social and cultural life, and your opportunities to be of service to others. What do your responses tell about these aspects of your life?

Statement Eleven -- Questions 52 through 55 focus on aspects of household operations and management. Which of these aspects of life do you enjoy, and find fulfillment in carrying out? What type of home environment do you want to attain? Put your summary here:

Statement Twelve -- Questions 55 through 60 ask you to compare the level of communication and sharing in your home and family with the level you believe is attained by others. In what ways does communication and sharing go particularly well? What problems are evident? Summarize insights here:

These twelve statements provide you with background information that you can use when you identify goals and set priorities for management of your business and personal or family life activities.

Before going on to the goal identification activities, please complete the final section of this self-assessment. It will help you and others in your family identify skills and alternatives that could be used in case of a major adjustment, or a change in your work or employment situation.

If you have additional insights that became evident as you completed and discussed the self-assessment questions and wrote your interest and preference statements, record your thoughts, ideas, and insights here:

RESOURCES AND ALTERNATIVES QUESTIONS

These questions will help you identify skill, experience, or knowledge resources that you could be used in future business, family life, or personal activities. These questions are intended to help you think about skills and interests that you might use in new or different types of work.

TAKE CARE TO BE AS OBJECTIVE AS POSSIBLE WHEN YOU RESPOND TO THESE QUESTIONS. YOU NEED ACCURATE AND COMPLETE INFORMATION WHEN YOU IDENTIFY GOALS, SET PRIORITIES, AND DEVELOP YOUR MANAGEMENT PLAN.

Resources and Alternatives Questions:

1. What is the highest level of schooling that you have completed?

___ grade school ___ high school ___ some college

___ two-year degree ___ B.S. or B.A. ___ Graduate degree

2. In addition to this formal education, what types of vocational or specialty education have you completed?

___ Vocational/technical training in _____

at _____ (school) for _____ years.

___ On-the-job or in-service training in _____

3. In addition to operating your present retail store, what part-time or full-time jobs have you held during the last 10 years?

_____

_____

4. Are you now, or have you ever been, licensed or registered for an occupation where such licensing is required? (e.g. nursing, barbering, etc.)

_____ Yes _____ No If yes, what _____

5. If yes, is the license or registration currently valid?

_____ Yes _____ No

6. Would you be willing to go to school or to take on-the-job training if such training is needed for you to qualify for work in a new situation?

_____ Yes _____ No

7. If you could shift from your present occupation to any other type of work, what would you do?

_____

_____

8. In what city and/or state would you like to live while doing this of work?

_____

9. Would you be willing to move to that or any other location away from your present home in order to secure employment (or, to be self-employed)?

_____ Yes _____ No

10. What amount of income would you need in a new situation to be satisfied with your work? What amount of family income would your family need?

Your Income: $_____ per month, OR $_____ per year

Family Income: $_____ per month, OR $_____ per year

11. What are the three or four most important barriers to finding a different form of employment? (What barriers to change do you face?)

#1 _____

#2 _____

#3 _____

#4 _____

12. How might those barriers be reduced or eliminated?

Barrier #1 _____

_____

Barrier #2 _____

_____

Barrier #3 _____

_____

Barrier #4 _____

_____

As you think about your alternatives, develop goals, and set priorities, you may want to add information, or to modify some of the things that you have previously written down. If so, make the changes as you think of them. Additional information can be recorded on page 15, and on the back of this page:

Looking Ahead:

In the next part of the GOALS Process, you will identify long-term and short-term business goals and family life goals. To be useful as guides for management, you goals should describe a future that capitalizes on your interests, motivations, and sources of satisfaction in life. Before the next workshop, prepare for goal identification by setting aside at least two time periods for considering self-assessment results and the insights the self-assessment generated. Discuss those insights with your family, business associate(s), or other confidant. If you don't have opportunity for usch discussion, study and think about the self-assessment information and the nature of future conditions and situations you want to realize. You'll be better prepared to identify your goals, the next step in the GOALS Process.

IDENTIFYING GOALS FOR THE RETAILER

Imagine that you are on an airplane that has just taken off from Honolulu for a nonstop flight to the mainland. What would you think if this announcement came over the intercom:

> Ladies and gentlemen, this is your captain speaking. As you know, we just left Honolulu and now we're traveling east across the Pacific Ocean. If all goes well, in a few hours we should be able to look down and see land below us. If we do, we'll hunt for a city. If the city we find has an airport that's large enough, we'll land and find out where we are. Then, we'll decide where we want to go on the next leg of this flight. Meanwhile, folks, just sit back, relax, and enjoy the flight. The jet stream is behind us today, and we'll soon be traveling more than 550 miles per hour.

Would you want to ride on that airplane? How confident would you be that you would arrive safely and on-time? Would you wonder what you gained by traveling more than 550 miles per hour when you didn't know your destination?

Do you and your family ever feel that your life is going by like our fictional airplane and pilot -- moving fast, making lots of noise, but without a clearly identified destination.

To be effective managers of business and family life activities, you need to know WHERE you are going, HOW you intend to get there, and WHEN you intend to arrive. These insights come directly from your goals -- your statements of the things you want to achieve in life.

If you and your family have never identified your goals -- or if you've identified goals, but don't know how to attain them, you are not alone. Most people hope for a better future, but few identify goals that describe <u>their</u> desired future. And, even fewer consistently manage for goal attainment. If you haven't identified goals in the past, or if you have, this exercise will help you identify and write down the goals you now believe are most important.

IDENTIFYING GOALS FOR BUSINESS OPERATIONS AND FAMILY LIFE

Many of the interests and sources of motivation of you and others in your family became evident when you completed the self-assessment exercises. Your Interest and Preference Statements provide a summary of those insights and their meanings, and should be used to help you identify goals that capitalize on aspects of life where you and your family excell. (If you've not completed the self-assessment, please do so before going on with your goal identification.)

To ensure that the goals you identify don't leave out important aspects of family members' interests, start by identifying goals that describe the full range of things family members would like to achieve. Don't be surprised if goal conflicts are evident. Such is the case for most people. For now, ignore the conflicts and put your energy into writing goal statements that describe the future you and all the members of your family desire. The goal conflicts will be dealt with later through priority-setting.

Guidelines for Goal Identification:

All of us have goals that we work toward over many years -- goals such as business profitability, "burning" the mortgage on the family home, or receiving a particular form of recognition. Some goals will require a lifetime to attain. Others can be attained in a year, a few years, or a decade. Goals that will be attained over many years are called long-term goals. Those that can be rapidly attained usually are called short-term goals.*

To the extent possible, one seeks to have short-term goals that directly support attainment of long-term goals. When this is true, the stage is set for more effective management. But, it's rare when all short-term goals directly support attainment of long-term goals. And, business goals may be somewhat in conflict with important short-term family life goals. So, at this point don't worry about inconsistencies and conflicts among the goals you identify. Those will be dealt with later. For now, the important thing is to identify goals that represent your interests, hopes, and aspirations for life.

When writing goal statements, be sure to observe these guidelines:

-- Goals are written as action statements. "To complete . . .," or "To earn . . .," or other action statement introduces a typical goal.

-- Long-term goals usually specify the time by which the goal is to be attained. "To pay off the home mortgage by . . ."

-- When long-term goals do not specify a time dimension, they usually refer to qualitative aspects of life. "To ensure that my customers are treated with honesty by . . ."

-- Long-term goals should be believable in that they should describe situations or conditions in which you can believe over the years. Avoid "pie-in-the-sky" long-term goals that you can't believe in. They will lead to disappointment.

-- Short-term goals have a time dimension that indicates when the goal is to be attained. "To stock and have for sale by _____, 19__ the _____ line of products.

-- Short-term goals should be attainable in that they should describe situations that you can rationally believe are possible to attain (achieve) in the designated time. Avoid short-term goals that you know cannot be attained, as they will cause continuing discouragement.

As you write goal statements you are expressing your hopes and dreams and ambitions for the future by identifying what you want to achieve, how you intend to achieve, and when you intend to achieve each desired outcome. In terms of our fictional airplane and pilot, you are preparing your flight plan.

---

* Short-term goals often are referred to as objectives. For simplicity, this discussion uses only the short-term goal and long-term goal terminology.

IDENTIFYING LONG-TERM BUSINESS GOALS

The approach used here is like that used in the salf-assessment. Each person starts by individually completing this section. Then, take some time for sharing and discussion. In that time, share and discuss with family members and/or business associates your initial goal statements. To the extent that it is feasible to do so, base your goal statements on the insights from the self-assessment. Identify goals that will capitalize on the interests, motivations, and abilities identified in the self-assessment.

Over the next five to ten or more years, what do you expect will be your most important long-term business goal (retailing goal)?

_____ _____ _____

_____

In that same period, what will be your second most important long-term business goal (retailing goal)?

_____ _____

_____

Several possible long-term business goals for retail store operations are listed below. Some may be virtually the same as goals you wrote above. Place a check mark to the right of each one that you feel is important in your situation, and is not a goal that you wrote down above. Fill in blanks as needed. Other important goals can go on lines at the end of this listing:

_____ To increase sales by an average of _____ percent per year over the next _____ years. _____

_____ To move from my present store to a higher traffic location in _____. _____

_____ To reduce my work load while keeping the store open for at least _____ hours per week. _____

_____ To pay down the existing mortgage to _____ percent of its present balance by _____. _____

_____ To reduce borrowing for inventory purchase and operations by _____ percent during the next decade. _____

_____ To expand my store to _____ square feet of sales area by building on _____ square feet by 19_____. _____

_____ To find a purchaser for my existing store, inventory, and goodwill under an arrangement that allows me to continue as a profit-sharing operator of the store. _____

_____ _____ _____

_____

___ _____ ___

_____

___ _____ ___

_____

Go back over all the long-term business goals that you have identified thus far -- the ones you wrote down and ones you marked with a check at the right margin. In the blanks next to the left margin, assign to each a ranking number reflecting your view of its importance and/or urgency. Put the number "1" beside the one that you think is most important and/or urgent, the number "2" beside the next most important and/or urgent, and so forth. Now, you are ready to share and discuss the results of your goal identification with your discussion partners. In your discussions during or after the workshop, remember to observe these discussion rules:

-- Be open and honest with yourself and one another.

-- Resist the temptation to make value judgments about each other's statements or perspectives.

-- Don't react until the other person has fully expressed his/her ideas and/or point of view.

As initial versions of goals are shared and ideas and insights become evident, note them in the margins of your goal listing. When you are satisfied that you have "sharpened up" your long-term business goals, use an additional copy of these pages as a "record copy" for your work. Enter goal statements and rankings that reflect your best thinking combined with the best thinking of your family members and/or business associates.

* * * * * * * * * * * *

IDENTIFYING SHORT-TERM BUSINESS GOALS

Goals that you hope to attain within the next one or two years, are commonly called "short-term goals." Short-term goals contain a measurable element that you can use to determine whether you have done what you hoped to do (attained the goal). For example, a short-term goal could be, "To reduce back inventory by 50 percent by March of 19____." When the month of March has ended, it's easy to know whether the goal was attained.

As you did before, start this goal identification process by working individually. To the extent that it is feasible to do so, base your goal statements on insights gained from the self-assessment. Identify short-term goals that will capitalize on and use the interests, motivations, and abilities of family members and/or business associates.

Remember, you are identifying SHORT-TERM BUSINESS GOALS.

Over the next one or two years, what do you expect will be your most important short-term business goal (retailing goal)?

_____ _____

_____

In that same period, what short-term business goal (retailing goal) will be the second most important?

_____ _____

_____

Several statements that might be important short-term business (retailing) goals are listed below. Use them in the same way as you did the sample listings of long-term goals. Fill in blanks and place a check mark to the right of each one that you feel is important with respect to your business and work. Add other important short-term goals on the lines at the bottom of the page.

_____ To keep current in my record-keeping, ordering, and daily monitoring of business operations. _____

_____ To increase traffic through my store by at least _____ percent over the same months of last year by special sales promotions and advertising, or by _____. _____

_____ To participate in management update training that will add to my use of the computer for records and advertising. _____

_____ To work with other businesses in my town on at least two special events (sales promotions) during the next year. _____

_____ To increase support for our commercial club by $ _____ per year through work projects and/or by soliciting contributions from my fellow merchants. _____

_____ To reduce my existing mortgage balance by $ _____ by the end of this calendar year. _____

_____ To reduce my back inventory by _____ percent during the next six months. _____

_____ To remain fully current on remitting sales tax, payroll taxes, and state and federal income taxes for this year. _____

_____ _____ _____

_____

_____ _____ _____

_____

Go back over your list of short-term goals as you've identified them on the previous page -- the ones you wrote down and the ones you marked with a check at the right margin. In the blanks next to the left margin, assign a ranking number reflecting your view of the importance and/or urgency of each. Put the number "1" beside the one that is most important and/or urgent, the number "2" beside the next most important and/or urgent, and so forth. Now, you are ready to share and discuss the results of your goal identification with your discussion partners. In your discussions during or after the workshop, remember to observe these discussion rules:

-- Be open and honest with yourself and one another.

-- Resist the temptation to make value judgments about each other's statements or perspectives.

-- Don't react until the other person has fully expressed his/her ideas and/or point of view.

As initial versions of goals are shared and ideas and insights become evident, note them in the margins of your goal listing. When you are satisfied that you have "sharpened up" your short-term business goals, use an additional copy of these pages as a "record copy" for your work. Enter goal statements and rankings that reflect your best thinking combined with the best thinking of your family members and/or business associates.

* * * * * * * * * * * *

IDENTIFYING LONG-TERM FAMILY LIFE GOALS

The approach used here parallels that used when identifying long-term business goals, but attention is focused on goals for family life. Family life goals will, of course, interact with your business goals, but should represent your best thinking about the things you want to achieve in family life. Each person should initially complete this section without discussing it with others. When workshop participants have completed their initial goal identification, there will be a time for family sharing and discussion.

To the extent that it is feasible to do so, base your goal statements on the insights gained from completing the self-assessment. Remember that long-term goals have a time of completion that may be a year at some distance in the future, or may be a stage of life. They can, and often do, identify qualitative aspects of life that you wish to attain.

Remember, you are identifying LONG-TERM FAMILY LIFE GOALS.

What do you expect will be your most important family life goal for the next five to ten or more years? Record it on these lines.

____ _____

_____

What will be your second most important family life goal for those years?

____ _____

_____

Several statements that might be important family life goals are listed here. Place a check mark to the right of each one that you feel is important to you and your family, and is not a goal already written down. Other important goals can be added on the lines at the bottom of the page:

____ To maintain a level of living that does not consume (reduce) our net worth. _____

____ To take at least one vacation per year in which we travel to _____ for a period of _____ days. _____

____ To provide donations of money, goods, or time and effort in support of _____ (organization). _____

____ To ensure that interested family members can participate in continuing education and self-development activities by _____. _____

____ To provide _____ percent of the costs of higher education for _____. _____

____ To reduce our home mortgage balance to _____ percent of its present level. _____

____ To buy a replacement automobile every _____ years. _____

____ To arrange my work in such a way that I can pursue my interest in _____. _____

____ To provide for an adequate level of retirement income starting in 19___ by _____. _____

____ To encourage family members to improve physical appearance and health by regular exercise and good diet. _____

____ To save and invest at least _____ percent of our income. _____

____ _____ _____

_____

___ _____ ___

_____

Go back over all the long-term family life goals that you have identified thus far -- the ones you wrote down and ones you marked with a check at the right margin. In the blanks next to the left margin, assign to each a ranking number reflecting your view of its importance and/or urgency. Put the number "1" beside the one that you think is most important and/or urgent, the number "2" beside the next most important and/or urgent, and so forth. Now, you are ready to share and discuss the results of your goal identification with members of your family. In your discussions during or after the workshop, remember to observe these discussion rules:

-- Be open and honest with yourself and one another.

-- Resist the temptation to make value judgments about each other's statements or perspectives.

-- Don't react until the other person has fully expressed his/her ideas and/or point of view.

As initial versions of goals are shared and ideas and insights become evident, note them in the margins of your goal listing. When you are satisfied that you have "sharpened up" your long-term family life goals, use an additional copy of this document as a "record copy" for your work. Enter goal statements and rankings that reflect the best thinking of family members and family interests and needs for the present and future.

* * * * * * * * * * * *

IDENTIFYING SHORT-TERM FAMILY LIFE GOALS

Goals that you hope to achieve within the next one or two years, are commonly called "short-term goals." Short-term goals contain a measurable element that you can use to determine whether you have achieved what you hoped to do (attained the goal). For example, a short-term goal could be, "To reduce our credit card balance to less than $300 by June 30, 19____." When June 30th comes, you will be able to look at your credit card balance and know whether you attained your goal.

As you did before, start this goal identification process by working individually. To the extent that it is feasible to do so, base your goal statements on insights gained from the self-assessment. Identify short-term goals that will capitalize on and use the interests, motivations, and abilities of family members.

Remember, you are identifying SHORT-TERM FAMILY LIFE GOALS.

Over the next one to two years, what will be your most important goal for family life?

_____ _____

_____

What will be your second most important goal for family life during the next one to two years?

_____ _____

_____

Several statements that might be important family life goals are listed here. Place a check mark to the right of each one that will be important for you and your family, and is not a goal that you already have written down. Other important goals can be added on the lines at the bottom of the page:

_____ To fully insulate our home so it will be more comfortable and utility expense will be decreased. _____

_____ To reduce our short-term debt by at least $_____ per year in each of the next two years _____

_____ To provide financial or other support of _____ (organization) in the amount of $_____ or _____. _____

_____ To allocate $ _____ for orthodonic work for _____ _____
_____.

_____ To reduce household operating expense by _____ percent per year in each of the next two years. _____

_____ To provide each family member with a "personal allowance" (a specified amount for each time period) that can be used for personal purposes without accounting to anyone. _____

_____ To set up an "emergency fund" that can be used use to pay unexpected expenses such as car or home repair costs, uninsured losses, accident damage repairs, or similar costs. _____

_____ To encourage family members to become involved in community activities important to their health, values, or self-image. _____

_____ To set aside at least _____ evenings per week for "family time" and/or time for visiting with friends. _____

_____ _____ _____

_____

_____ _____ _____

_____

Now go back over the short-term family life goals that you have identified thus far -- the ones you wrote down and ones you marked with a check at the right margin. In the blanks next to the left margin, assign to each a ranking number reflecting your view of its importance and/or urgency. Put the number "1" beside the one that you think is most important and/or urgent, the number "2" beside the next most important and/or urgent, and so forth. Now, you are ready to share and discuss the results of your goal identification with members of your family. In your discussions during or after the workshop, remember to observe these discussion rules:

-- Be open and honest with yourself and one another.

-- Resist the temptation to make value judgments about each other's statements or perspectives.

-- Don't react until the other person has fully expressed his/her ideas and/or point of view.

As initial versions of goals are shared and ideas and insights become evident, note them in the margins of your goal listing. When you are satisfied that you have "sharpened up" your short-term family life goals, use an additional copy of these pages to make a "record copy" for your work. Enter goal statements and rankings that reflect the best thinking of family members about family interests and needs for the present and future.

THE NEXT STEP

In the next part of the GOALS Process, you and other members of your family will examine your goals and select the ones that are to receive high priority. When you set priorities, it's important that the goals you consider reflect your best thinking about future conditions and outcomes you and your family would like to attain. In preparation for the priority setting, take at least two occasions prior to the next workshop to consider and discuss the results of your self-assessment and goal identification activities. If possible, have family discussions at a time when the persons involved are not overtired and are not distracted by other concerns. Discuss, negotiate differences of opinion, and compromise wherever possible. By doing so, you'll be better prepared to set priorities in the next workshop.

PRIORITY SETTING

This section of the circular provides narrative discussion and worksheets used in examining your business and family life goals, and setting priorities for your goal attainment efforts. Prior to starting the priority setting activities, you should complete the self-assessment and goal identification sections of the circular. If you have not done so, please complete them now, before you attempt to set priorities.

Background:

If you are like most persons, some of your goals for business operations and goals for family life are in conflict with others. Goal conflicts often result from lack of time to do everything you would like to do, your inability to be in different places or to do different things at the same time, or from limited resources. For most people, attempting to simultaneously attain all their goals, would place claims they could not meet on time, effort, money, and management skill resources.

Life usually requires that you make choices between attaining family life goals and attaining business goals. Since your family life and your business are closely linked, it's important to make priority choices based on your best thinking about questions like these:

-- Which goals are most important for family well-being?

-- Which goals are most important for progress in the business unit?

-- Which short-term goals, if attained, would contribute to the attainment of long-term goals?

-- Which short-term goals conflict with, or impede, attainment of long-term goals?

-- Which goals are so important or urgent that they should be attained even when doing so will prevent attainment of other goals?

Priority setting will help you identify your most important and/or urgent goals for business operations and your most important and/or urgent goals for family life. As you set priorities, keep in mind that giving high priority to a goal does not mean that you must ignore other goals. High priority usually means that, in decisions about use of time, money, and other resources, preference is given to activities and enterprises that directly support attainment of high priority goals.

The Nature of Priorities:

When goals conflict, priorities help to resolve conflicts and guide commitments of resources needed to attain business and family goals. (Remember, time is one of your limited resources.) As you set priorities, keep in mind that there are no "right" or "wrong" answers to priority questions. You need

priorities that reflect your best thinking -- priorities you believe in, and will use as guides to management decisions.

Priority decisions can be relatively simple when goals fit into a readily evident heirarchy of importance and/or urgency. However, when one goal represents the business ambitions of one person and another goal is the second person's lifetime dream, no such heirarchy is evident. Intense goal conflict often emerges. If you're in this situation, before hiring an attorney or giving up your favorite dreams and ambitions, consider again the nature of priorities. Priorities can reflect at least these three types of rankings:

-- Absolute numerical order (first, second, third, etc.), where the numbers indicate an order of preference. Goals with lower priority numbers are disregarded until high priority goals are attained. (In this approach, you are working with the "first this, then that" rankings that usually are thought of when priorities are mentioned.)

-- Limited numerical order, where the numbers represent levels of priority, but efforts toward attainment of higher priority goals are limited so partial or complete attainment of lower ranking goals can occur.

-- Side-by-side, where goals are placed in groups, and the groups are ranked in absolute or limited numerical order.

When you, your family, and/or business associate(s) are discussing priorities, the activities will go better if you follow the discussion rules suggested previously for self-assessment and goal identification discussions:

-- Be open and honest with yourself and one another.

-- Resist the temptation to make value judgments about each other's statements or perspectives.

-- Don't react until the other person has fully expressed his/her ideas and/or point of view.

Remember, you identified goals and now are setting priorities so you'll know WHERE you are going, HOW you are to get there, and WHEN you are to arrive. You need to know WHERE, HOW, and WHEN to be effective in managing your business and your family life.

Listing of Business and Family Life Activities:

As background to your priority setting complete the "Business and Family Life Activities Worksheet" on page 30. Start with a first column listing of major business and family life activities you presently intend to undertake during the next year. Then, estimate the timing of each activity and the claims it will place on time, effort, funding, and management resources. Enter your estimates in the appropriate columns. In cases where an activity has been done before, your experience amd records can guide estimates of resource commitments. In other cases, you may need to enter estimates based on your best judgment, or on information from friends, work associates, or other sources (possibly, estimates or bids from contractors or suppliers). Two example entries are provided to illustrate the intended approach.

BUSINESS AND FAMILY LIFE ACTIVITIES WORKSHEET

Activity (describe in a few words)	To Be Carried Out In What Months? (indicate the starting & ending months)	Effort (Time) Commitment (man/woman months required)	Money (Funding) Commitment (total dollars & amount borrowed)	Special Management Requirements (include your efforts & hired consultants)
Remodel Kitchen	December and January	2 persons @ 3 weeks = 1 1/2 months labor	$10,400 with about $6,000 from loan	Advice from architect and builder
Expand use of computer in business	January thru March of next year	2 hours per day for 10 weeks = 100 hours	$1,300 (software) + $800 (instruction)	Advice & coaching from computer consultant
TOTAL RESOURCE COMMITMENTS				

Approaches to Priority Setting:

Because people vary widely in their willingness to put time and effort into priority setting, this document provides two approaches:

Goal Analysis -- Priority setting based on: (1) systematic examination of the relationships between short-term and long-term goals, (2) your responses to a series of evaluation questions about each goal, (3) your knowledge of the business and family situations. This approach is the most comprehensive and often is best when there are many goals, or when goal conflicts are evident. To use the "Goal Analysis" approach, complete all pages in this section of the circular (the "Priority Setting" section).

Goal Evaluation -- Priority setting based on: (1) your responses to a series of evaluation questions about each goal, and (2) your knowledge of business and family situations. This approach is less complete than the first as you will not complete the "Goal Analysis" worksheets on pages 32 and 33. But, it will give useful results for persons who prefer not to invest the time and effort required to complete the "Goal Analysis" approach.

Before deciding which approach to use, look ahead through the rest of this document to gain an understanding of the nature of the two approaches. Then, select the approach best suited to your business and family life situations.

As you set priorities, keep in mind and use the five sets of information from earlier parts of the GOALS Process:

-- Your INTEREST AND PREFERENCE STATEMENTS,

-- Your responses to the RESOURCES AND ALTERNATIVES QUESTIONS,

-- Your LONG-TERM AND SHORT-TERM BUSINESS GOALS,

-- Your LONG-TERM AND SHORT-TERM FAMILY LIFE GOALS,

-- Your BUSINESS AND FAMILY LIFE ACTIVITIES WORKSHEET (page 31).

Regardless of the priority setting approach you are using, it may help to periodically remind yourself of the nature of priorities by re-examining the information on pages 28 and 29 of this circular.

GOAL ANALYSIS

Relationships Between Goals:

In this approach to priority setting, start by examining your short-term and long-term goals to determine the nature of the expected relationships between them. In some cases, conflicts such as those described in the examples below will be evident. In other cases, a short-term goal may support attainment of one or more long-term goals. Or, it may be that no effect is evident. In each instance, record the expected relationship and use that information in your priority setting activities. When conflicts are present, identify the type of expected conflict by making a short entry to ensure that you will be able to readily recall the nature of the conflict. Examples of goal conflict include:

1. Short-term goals do not contribute to, and may actually conflict with, the attainment of important long-term goals.

   EXAMPLE: Suppose that an important long-term goal is the accumulation of savings for retirement. Further suppose that a short-term goal is the purchase of an expensive new automobile each year. For most people, these goals will directly conflict with each other. If the short-term goal is attained through the yearly purchase of an expensive auto, it may be impossible to attain the long-term goal.

2. Efforts toward the attainment of short-term and long-term goals, as a group, will require more time, effort, money, or management skill than is available for business activities and family life.

   EXAMPLE: Time required for completing a business expansion that's now underway (a short-term goal), for carrying out the responsibilities of being state president of an organization of service clubs (a long-term goal that you're now attaining after working toward it for many years), and for sponsoring and coaching a youth baseball team (a short-term goal) present conflicting claims on your time. Problems are almost inevitable unless there is a way to involve additional persons in your business expansion and/or in coaching the team.

One of the ways of recognizing the relationships between short-term goals and long-term goals is to examine them in pairs. This can be done by completing the rectangular array set up in the Goal Analysis Worksheet on page 33. Long-term goals are listed by number and short description at the side of the table. Short-term goals are listed by number and short description across the bottom of the array. (See the description of the suggested goal numbering below.) In each "cell" where a row and a column intersect, you can enter your appraisal of the extent to which attainment of each short-term goal would support, have no effect on, or conflict with attainment of the long-term goal for that row. In the cases where you believe conflict will occur, put in a few words that describe the nature of the expected conflict. The example of item 1, above, is repeated here with an illustration of the type of entry that might be made.

EXAMPLE: Suppose that long-term Goal V is the accumulation of savings for retirement. Further suppose that short-term Goal VII is the purchase of an expensive new automobile each year. These goals generally will be directly in conflict with each other. If this were the case for you, your entry in the cell where the Goal V row intersects with the column for short-term Goal VII might be, "Conflict: auto purchases would limit savings."

Suggested System for Numbering Goals:

In the tables of the Goal Analysis Worksheet, space is too limited to allow writing in the full wording of your goals. Thus, the tables refer to your goals by number. Here is a short-cut method of assigning numbers to your goals that you can use as you complete the goal analysis and/or goal evaluation.

Turn back to the goals you identified in the goal-identification section of this Circular. At the time you completed your goal identification, you placed ranking numbers in blanks to the left of each goal. In the analysis you are doing here, you will concentrate on the two top-ranked goals in each category. Examine your top-ranked goals to be sure that you still agree with the rankings previously assigned. If want to do so, revise the rankings. Now, assign numbers to them using a pencil to write the numbers on your "record copy" goal listings. Your first ranked long-term business goal will be Goal I. Your second ranked long-term business goal will be Goal II. Your first and second ranked short-term business goals will be Goal III and Goal IV, respectively. Use a similar approach to number your family life goals as Goals V thru VIII.

Enter Goal Descriptions On Goal Analysis Worksheet:

After numbering your goals, enter a brief description of each in the margin "block" of the Goal Analysis Worksheet (page 33) beside the appropriate printed goal identification number.

Complete Goal Analysis Worksheet:

Examine the short-term goal -- long-term goal combinations for each cell of the rectangular array. Make judgments about whether the attainment of each short-term goal would "support," have "no effect," or "conflict" with attainment of each long-term goal. Record your conclusions by writing in a few words in each cell of the Worksheet. If the entry in a cell is "conflict," indicate the type of conflict that you foresee. When you complete this analysis, go on to Goal Evaluation on pages 34 and 35.

GOAL ANALYSIS WORKSHEET

LONG TERM GOALS

GOAL I				
GOAL II				
GOAL V				
GOAL VI				
	GOAL III	GOAL IV	GOAL VII	GOAL VIII

SHORT-TERM GOALS

GOAL EVALUATION WORKSHEET

In completing this worksheet, you will examine each of your first- and second-ranked goals (as you identified and ranked them at the time of goal identification) to decide whether they "fit" with your interests and abilities. In completing this worksheet, use insights from the self-assessment section of this circular — your responses to the self-assessment questions and your "Interest and Preference Statements." Each goal is evaluated through a series of questions that are answered "yes" or "no." If you don't have the answer for a question, or if you need more information, mark it with a question mark until you have the needed information. Answer each questions individually. Then, if you have a spouse, other family members, and/or business associate(s) present, discuss your answers to the questions as described in the "Summing Up . . ." instructions on page 35. Answer the "summing up" questions only after you have completed and discussed the first four questions for all your goals. (If you didn't complete the "Goal Analysis Worksheet," you will need to read and use the "Suggested System for Numbering Goals" from page 32 before completing this worksheet.)

Questions on Goal I, your first-ranked long-term business goal:

Do you enjoy the type of work that must be done if this goal is to be attained? _____

Do you enjoy carrying out the management responsibilities that must be completed? _____

Will working toward this goal prevent you from earning income from other sources? _____

As you work toward this goal, will you be motivated to do your best quality work? _____

Summing Up — This is a good goal for me/us. _____ Agree _____ Disagree _____ Don't Know

Questions on Goal II, your second-ranked long-term business goal:

Do you enjoy the type of work that must be done if this goal is to be attained? _____

Do you enjoy carrying out the management responsibilities that must be completed? _____

Will working toward this goal prevent you from earning income from other sources? _____

As you work toward this goal, will you be motivated to do your best quality work? _____

Summing Up — This is a good goal for me/us. _____ Agree _____ Disagree _____ Don't Know

Questions on Goal III, your first-ranked short-term business goal:

Do you enjoy the type of work that must be done if this goal is to be attained? _____

Do you enjoy carrying out the management responsibilities that must be completed? _____

Will working toward this goal prevent you from earning income from other sources? _____

As you work toward this goal, will you be motivated to do your best quality work? _____

Summing Up — This is a good goal for me/us. _____ Agree _____ Disagree _____ Don't Know

Questions on Goal IV, your second-ranked short-term business goal:

Do you enjoy the type of work that must be done if this goal is to be attained? _____

Do you enjoy carrying out the management responsibilities that must be completed? _____

Will working toward this goal prevent you from earning income from other sources? _____

As you work toward this goal, will you be motivated to do your best quality work? _____

Summing Up — This is a good goal for me/us. _____ Agree _____ Disagree _____ Don't Know

Questions on Goal V, your first-ranked long-term goal for family life:

Do you enjoy the type of work that must be done if this goal is to be attained? _____

Do you enjoy carrying out the management responsibilities that must be completed? _____

Will working toward this goal prevent you from earning income from other sources? _____

As you work toward this goal, will you be motivated to do your best quality work? _____

Summing Up — This is a good goal for me/us. _____ Agree _____ Disagree _____ Don't Know

Questions on Goal VI, your second-ranked long-term goal for family life:

Do you enjoy the type of work that must be done if this goal is to be attained? _____

Do you enjoy carrying out the management responsibilities that must be completed? _____

Will working toward this goal prevent you from earning income from other sources? _____

As you work toward this goal, will you be motivated to do your best quality work? _____

Summing Up — This is a good goal for me/us. _____ Agree _____ Disagree _____ Don't Know

GOAL EVALUATION WORKSHEET
(continued)

Questions on Goal VII, your first-ranked short-term goal for family life:

Do you enjoy the type of work that must be done if this goal is to be attained? _____

Do you enjoy carrying out the management responsibilities that must be completed? _____

Will working toward this goal prevent you from earning income from other sources? _____

As you work toward this goal, will you be motivated to do your best quality work? _____

Summing Up — This is a good goal for me/us. _____ Agree _____ Disagree _____ Don't Know

Questions on Goal VIII, your second-ranked short-term goal for family life:

Do you enjoy the type of work that must be done if this goal is to be attained? _____

Do you enjoy carrying out the management responsibilities that must be completed? _____

Will working toward this goal prevent you from earning income from other sources? _____

As you work toward this goal, will you be motivated to do your best quality work? _____

Summing Up — This is a good goal for me/us. _____ Agree _____ Disagree _____ Don't Know

Summing Up the Goal Evaluation:

Study, compare, and discuss your answers to these four-question groups with your family members and/or business associates (if any). Do this for each of the eight goals. Don't be surprised if a few disagreements are evident, as it's seldom that people have complete agreement on goals. However, if you disagree on everything, it may be a warning signal — one that merits serious thought.

While only you can know the actual meanings of your answers, here are some ideas that may help stimulate your thinking: (1) If your answers indicate that attaining a goal will require that you do work and management that you do not enjoy, or (2) if you expect not to be motivated to do your best quality work, you may find it difficult to work consistently toward attaining that goal. If either of these conditions is present, you may want to look again at your selection of goals. Are there other goals that would be more closely in keeping with your interests? If you want to make changes, you may need to re-write some of your goal statements, or you may want to re-examine your previous goal rankings. Then, use the appropriate worksheet(s) to analyze and/or evaluate your revised goals.

The final question of each goal-evaluation group is called a "Summing Up Question." Now that you have studied and (if appropriate) discussed responses to the first four questions, go back to each "Summing Up Question" and check the one answer that you think best describes your evaluation of the goal. If you are involved with others in this goal evaluation, and discover that you and they do not agree on the response to a "Summing Up Question," or if you are ambivalent about the goal, mark the "Don't Know," response. IN ANSWERING, BE AS OBJECTIVE AND HONEST AS YOU CAN. NOTHING LESS THAN FACTS WILL BE OF REAL VALUE.

If you have checked "Disagree" or "Don't Know" for any of the goals, please recognize that this may be a sign that the goal is not appropriate for you. At the same time, a goal which your evaluation leads you to recognize as one that really is not appropriate can be one that you need to work toward for reasons not represented in these evaluation questions. Thus, you should consider the results of this evaluation to be important, but it does not provide the final answers for your selection of goals and identification of priorities.

PRIORITY SETTING WORKSHEET

Overview of Priority Setting:

In using this worksheet, start from information that you have already prepared: (1) your Interest and Preference Statements from the self-assessment, (2) your responses to the Resources and Alternatives Questions, (3) your Long-term and Short-term Business Goals and Long-term and Short-term Family Life Goals, and (4) the Business and Family Activities Worksheet from this document. If you completed the Goal Analysis Worksheet (pages 32 & 33) and/or the Goal Evaluation Worksheet (pages 34 & 35), use them also.

Your purpose here is to assign priorities to your most important and/or urgent long-term and short-term goals. Be sure that you have in mind the various items of information identified above. If needed, re-read the portions that don't come readily to mind. Then, turn to your listings of long-term business goals. Read them again, and discuss them again as needed. Decide which are the most important and/or urgent, and enter them as Goal I and Goal II on the lines below. Use the same procedures procedures to examine your short-term business goals, and enter them as Goal III and Goal IV. Then follow the same pattern to set priorities for your long-term and short-term family life goals, and enter them as Goals V through VIII. When you have completed this worksheet, go on to the "Management Plan Worksheet" in the next section of this circular.

Long-Term Business Goals

GOAL I: My first-priority long-term business goal is:

_____

_____

_____

GOAL II: My second-priority long-term business goal is:

_____

_____

_____

Short-Term Business Goals

GOAL III: My first-priority short-term business goal is:

_____

_____

_____

GOAL IV: My second-priority short-term business goal is:

_____

_____

_____

Long-Term Family Life Goals

GOAL V: My first-priority long-term family life goal is:

_____

_____

_____

GOAL VI: My second-priority long-term family life goal is:

_____

_____

_____

Short-Term Family Life Goals

GOAL VII: My first-priority short-term family life goal is:

_____

_____

_____

GOAL VIII: My second-priority short-term family life goal is:

_____

_____

_____

YOUR MANAGEMENT PLAN

This section of the circular provides a framework that can be used to link together your high priority long-term goals, your high priority short-term goals, activities you intend to undertake in support of goal attainment, and listings of the resources commitments and expected returns and payoffs from each of these major activities. These data are entered in the Management Plan Worksheet on pages 38, 39, & 40 of this circular.

Follow the sequence of actions identified in the worksheets as you complete the Management Plan. Make careful and consistent estimates of resource commitments and expected returns and payoffs. As you transfer information from the Business and Family Activities Worksheet (page 30 in the Priority Setting section of this circular), monitor your entries for accuracy and completeness. If adjustments are needed, make them before completing your management plan.

As you develop the management plan, you may discover reasons to change the wording of goals you identified earlier, or to change some of your priority setting decisions recorded on page 36. If such is the case, make the needed changes and revise other entries accordingly. As is always the case when you are planning for the future, you should modify initial decisions if insights gained from study, discussion, and concerted thought indicate those decisions can be improved.

When your management plan is completed, use it to guide progress throughout the year. It tells you <u>WHERE</u> you are going, <u>HOW</u> you intend to get there, and <u>WHEN</u> you intend to arrive. Practice goal-directed management to make your personal "Flight Plan" come true. Learn from your successes and your problems. At year's end, prepare an even better management plan for the following year.

MANAGEMENT PLAN WORKSHEET

In completing this Worksheet, you will draw together your listing of high priority goals from the Priority Setting Worksheet and information from your Business and Family Activities Worksheet plus any additional projections of resource commitments and expected payoffs that you may have. When completed, this Worksheet provides a resource document that you can refer to at any time for a comprehensive overview of your priority goals, your intended activities, and your expected payoffs. As the year goes forward, compare your actual experience with your expectations. By doing so, you can monitor the accuracy of your planning for the coming year, identify errors, and be better prepared for planning next year's business and family activities.

Step 1 -- Recording Your Goals:

Start by entering your high priority long-term business goals and your high priority long-term family life goals in the spaces below. Then enter your short-term goals in the appropriate columns so that the entries reflect expected contributions to the attainment of business and/or family life goals. When you have done so, go on to Step 2. If you need to do so, write in brief summaries of your goals so you can get the needed information in the available space.

Your High Priority Long-Term Business Goals:

Your High Priority Long-Term Family Life Goals:

Short-Term Goals That Support The Long-Term Goals Listed Above

Short-Term Goals That Support Attainment of Long-Term Business Goals	Short-Term Goals That Support Attainment of Both Long-Term Business Goals and Long-Term Family Life Goals	Short-Term Goals That Support Attainment of Long-Term Family Life Goals

Step 2 -- Activities To Be Undertaken In Support of Goal Attainment:

In the same manner as you did when classifying your short-term goals, enter your intended activities in the lines below. Base your entries on the Business and Family Activities worksheet listing developed previously, plus any additional information that's available. When this classification and listing is completed, it will demonstrate the interrelationships between your goals and the things you plan to do this year. When this listing is completed, go on to Step 3.

Activities To Be Undertaken In Support of Goal Attainment

Activities That Support Attainment of Business Goals	Activities That Support Attainment of Both Business Goals and Family Life Goals	Activities That Support Attainment of Family Life Goals

Step 3 -- Resource Commitments and Expected Payoffs

Activity or Enterprise	Timing (months of the year)	Commitment of Effort (man/woman months)	Money (Funding) Commitment (total dollars & borrowed $)	Management Skills Commitment (Timing and Nature of Skills) (money mgmt., product devlpmt. etc.)	Expected Returns & Payoffs	
					Business Benefits	Family Life Benefits

Step 3 -- Resource Commitments and Expected Payoffs (continued)

Activity or Enterprise	Timing (months of the year)	Commitment of Effort (man/woman months)	Money (Funding) Commitment (total dollars & borrowed $)	Management Skills Commitment (Timing and Nature of Skills) (money mgmt., product devlpmt. etc.)	Expected Returns & Payoffs	
					Business Benefits	Family Life Benefits

Programs and activities of the Cooperative Extension Service are available to all potential clientele without regard to race, color, sex, national origin, or handicap.

In cooperation with NCR Educational Materials Project

Issued in furtherance of Cooperative Extension work, Acts of Congress of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture and Cooperative Extension Services of Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, North Dakota, Ohio, South Dakota, and Wisconsin. Leo E. Lucas, Director, Cooperative Extension Service, University of Nebraska-Lincoln, Lincoln, Nebraska 68583.

North Central Regional
Extension Publication #288

GOALS FOR BUSINESS OPERATIONS AND FAMILY LIFE

Instructor's Guide

North Central Regional Extension Publications are subject to peer review and prepared as a part of the Cooperative Extension activities of the thirteen land-grant universities of the 12 North Central States, in cooperation with the Extension Service-U. S. Department of Agriculture, Washington, D.C. The following states cooperated in making this publication available.

Purdue University
301 S. Second St.
Lafayette, IN 47905
317-494-6795

Iowa State University
112 Printing & Publ. Bldg.
Ames, IA 50011
515-294-5247

Kansas State University
Umberger Hall
Manhattan, KS 66506
913-532-5830

University of Missouri
115 S. Fifth St.
Columbia, MO 65211
314-882-7216

*University of Nebraska
Dept. of Ag. Communications
Lincoln, NE 68583-0918
402-472-3023

North Dakota State University
Dept. of Ag. Comm., Box 5655
Fargo, ND 58105
701-237-7881

Ohio State University
2120 Fyffe Road
Columbus, OH 43210
614-292-1607

University of Wisconsin
Ag. Bulletin, Rm. 254
30 N. Murray St.
Madison, WI 53715
608-262-3346

Lincoln University
900 Moreau Drive
Jefferson City, MO 65101
314-751-3797

*Publishing state

For copies of this and other North Central Regional Extension Publications, write to: Publications Office, Cooperative Extension Service, in care of the University listed above for your state. If they do not have copies or your state is not listed above, contact the publishing state as specified.

NCR 288
AUGUST 1988

GOALS FOR BUSINESS OPERATIONS AND FAMILY LIFE

INSTRUCTOR'S GUIDE

by

Paul H. Gessaman
Extension Agricultural Finance Economist

For longer than I like to admit, I have worked with individuals and volunteer groups in various types of goal identification and priority setting activities. Some clients have been persons who sought assistance in improving their approaches to personal or business financial management. Others have been church, community, or other volunteer groups that had an embryonic vision of their hoped-for accomplishments, but lacked the clearly defined goals they needed for focused and effective efforts. In working with these persons and groups, I developed what I now call the "GOALS Process" -- an approach to goal identification and management planning embodied in this series of circulars.*

This is the fourth in the set of circulars making up the "Business Goals Materials." The set provides resources for use by persons who operate small town business firms, and provides a management framework for attaining business and family life goals.

OVERVIEW

As a "recipe book," for workshop leaders, this circular describes procedures to follow when using this set of "Business GOALS Materials":

"Goals for Business Operations and Family Life: The Retailer's Tool Kit," NCR 285, Nebraska Cooperative Extension Service, August 1988.

"Goals for Business Operations and Family Life: The Manufacturer's Tool Kit," NCR 286, Nebraska Cooperation Extension Service, August 1988.

"Goals for Business Operations and Family Life: The Service Provider's Tool Kit," NCR 287, Nebraska Cooperative Extension Service, August 1988.

"Goals for Business Operations and Family Life: Instructor's Guide," NCR 288, Nebraska Cooperative Extension Service, August 1988.**

---

* Circular series incorporating the GOALS Process include: the "Farm/Ranch GOALS Materials", the "Community GOALS Materials, these "Business GOALS Materials," and two other series not yet released.

** Three supporting documents used in workshops with the "Business GOALS" Materials are included at the end of this (footnote continued on page 2).

This Guide assumes that the Business Goals Materials are to be used with individuals, families, and/or business associates who operate small town businesses. And, that these audiences are enrolled in an educational program delivered through at least four workshops held at intervals of about a week. To reduce meeting time requirements, and to allow issue discussions to occur in the privacy of participants' homes, initial work with each section of the circulars is done in the workshop, with the remainder to be completed at home.

The content and approach of the "Business GOALS" circulars assumes workship participants have these characteristics:

- The primary management unit consists of one, two, or more persons who usually are members of a family, but may be related or unrelated business associates working together in a business firm.

- Business associates usually have families and family life concerns separate from, but dependent on, business unit operations.

- All persons are better motivated, do higher quality work, and are more productive, if their time and abilities are utilized in business or family activities that they enjoy doing and find fulfilling.

- Management capability and profit potential are increased when persons affiliated with a business or family unit agree on the goals they seek to attain and develop a management plan for goal attainment.

There is an additional assumption about the nature of the educational program in which the GOALS Process is used: it is assumed that participating firms have recently completed or are completing financial analysis as a part of the educational program activities. It's not possible to usefully identify goals, set priorities, and develop a management plan without knowing and recognizing financial reality.

USING THE BUSINESS GOALS MATERIALS

The Business GOALS Materials provide a "tool kit" that participants use in self-assessment, goal identification, priority setting, and management plan development. Experience indicates that persons using these materials do so more effectively in structured situations. Workshop situations based on procedures similar to those identified here will provide the needed structure and guidance for participants' home discussions.

As evident from the subtitles, each of the three circulars provides a version of the GOALS materials specially prepared for a type of business unit. In pre-registration, or in discussion at the first workshop, identify each

---

circular. Use the circular pages as originals for duplication of copies for distribution to workshop participants. The three supporting documents are:

"The Clam That Steamed People," supporting document for the self-assessment.
"Whither Leads the Cowpath?" supporting document for goal identification.
"Work Is My First Priority," supporting document for priority setting.

firm's type of business activity. Make sure the participants from each firm use the circular most appropriate to their actual business activity. (Do not routinely distribute the circulars to participants. Please read this guide for recommendations on distribution and use of these materials.)

In the first workshop, participants will gain an overview of the GOALS Process, and start on the self-assessment -- an activity they should complete at home prior to the next workshop. Preliminary goal identification occurs in the second workshop, and is continued at participants' homes. In the third workshop, circular pages used for priority setting and management plan development are distributed and briefly discussed. Participants are encouraged to examine these pages more completely in the interval before the next workshop, and to come back prepared to deal with priority setting and management plan development during the fourth workshop.

In the second and third workshops, a time is set aside for sharing experiences with the GOALS Process. This discussion usually is quite limited. Though brief, it is important. Sharing helps to build relationships and reinforce insights gained in the previous session(s). Sharing also encourages those who find the GOALS process to be difficult. It demonstrates that they are not alone -- most people find it somewhat difficult to identify meaningful goals -- an insight that gives perspective about their struggling. After the discussion, the next section of the circular is introduced and preliminary activities using it are completed.

In the approach suggested here, each individual has opportunity to privately compile his/her initial identification of interests, preferences, and goals. This is done by physically separating family members and/or business associates when the initial work is done with each circular. Individual insights are shared with others in the family and/or business firm, and composite versions to be used in management are compiled through discussion and negotiation.

DESPITE THE WITHIN-WORKSHOP DISTURBANCE THAT RESULTS FROM ASKING PEOPLE TO EXCHANGE SEATS IN THE WORKSHOP SESSIONS, PHYSICAL SEPARATION OF FAMILY MEMBERS AND/OR BUSINESS ASSOCIATES IS A VERY IMPORTANT PART OF THE OVERALL APPROACH. IT HELPS TO ENSURE THAT DOMINANT INDIVIDUALS DO NOT BLOCK CREATIVE THINKING BY OTHERS, AND SUPPORTS EXPRESSION OF ORIGINAL INSIGHTS AND IDEAS.

It's important to provide stimulus for discussion, negotiation, and compromise among family members. Most families will need to discuss and negotiate over a period of time in order to identify goals and set priorities to which they can give allegiance.

This circular provides a series of directions for conducting workshops in which the Business GOALS materials are used. These statements provide start-up information from which the workshop leader can develop his/her own style of operation -- an approach that he/she finds comfortable to work with, and one that gives satisfactory results.

SUGGESTED PROCEDURES FOR THE SELF-ASSESSMENT

This session will require 45 minutes to two hours depending on the proportion of the self-assessment that is completed in the workshop.

Have on hand enough copies of NCR 285, NCR 286, and NCR 287 so you can provide pages from the appropriate circular for each participant to work with. In addition you will want to a copy for each family member or business associate who cannot attend the workshop, plus one copy for each participating firm.

Disassemble the circulars into three parts as indicated by the color of the pages:

- The introductory discussion and "THE SELF-ASSESSMENT" section consisting of pages 1-17. Divide and restaple as pages 1-5, pages 6-10, and pages 11-17 so you can hand them out separately as needed. (DO NOT HAND OUT THESE MATERIALS UNTIL PEOPLE ARE READY TO START WORK WITH THEM OR THE EFFECTIVENESS WILL BE REDUCED BY DISCUSSION PRIOR TO ENTRY OF INDIVIDUAL RESPONSES.)

- The introductory discussion and goal identification pages following the heading, "IDENTIFYING GOALS FOR THE . . ." consisting of pages 18-27.

- The discussion of priority setting and management plan development and the worksheets including all pages after the heading, "PRIORITY SETTING," and consisting of pages 28-40.

You will also need one copy of "The Clam That Steamed People" for each person in your audience. (Make copies from the original at the back of this circular.)

Distribute Copies of Pages 1-5:

Give your clients time to scan it and to pick up the central ideas. Then, add any discussion of goals, goal-directed management, or the GOALS Process that you think appropriate.

Mention the three parts of the self-assessment: (1) Interest and Motivation Questions, (2) Interest and Preference Statements, (3) Resources and Alternatives Questions

Have participants move so spouses and/or business associates are physically separated.

This can be done by having participants move to separate tables, or by having them trade seats so that no one sits next to a spouse, child, parent, or a person with whom he/she works.

Distribute the Appropriate INTEREST AND MOTIVATION QUESTIONS To Each Person: (Each person gets pages 6-10 from the circular that's appropriate to his/her type of business.)

In your discussion include brief mention of the suggestion that each person should answer only the questions that relate to his/her life.

Emphasize that no one should agonize over the choice of answers, as the purpose is to record responses that come readily to mind.

If possible, give participants enough time to mark their answers to all Interest and Motivation Questions before having them move back to their original family and/or business associate groups.

> If time is limited, ask them to answer the first three groups of questions in the workshop, and to complete the rest at home.

Give participants copies of "The Clam That Steamed People." Ask them to read and discuss it -- encourage discussion and comments.

Remind participants of the "discussion rules":

> -- Be open and honest with one another.
>
> -- Resist the temptation to make value judgments.
>
> -- Refrain from reacting prior to hearing the full expression of the other person's ideas or point of view.

Encourage sharing and discussion of responses to the Interest and Motivation Questions within each family or business unit. Maintain reasonable privacy for each group by having separate work centers for each unit.

Introduce the idea of a composite "Record Copy" and provide the needed blank pages.

After a period of discussion, ask each person to again move so he/she does not sit beside a family member or co-worker.

Distribute pages 11-17, INTEREST AND PREFERENCE STATEMENTS, plus RESOURCES AND ALTERNATIVES QUESTIONS: (Be sure each person gets a copy of pages from the appropriate circular.)

Explain that participants are to develop statements that, in their own words, summarize meanings evident in the self-assessment responses and the discussion within the family/business unit.

Indicate that the method will be similar to that used previously -- each person will develop an individual version that will be shared and discussed. Then a "record copy" can be prepared.

Discuss the Statement One example. Confirm that the final versions of such statements are developed through discussion and sharing.

After about 10 minutes for individual work, ask the participants to move back into their previous family or farm/ranch groups for sharing, discussion, and starting the "record copy" version.

Stress the need for participants to communicate with each other, and to develop statements identifying the full range of interests and abilities of persons in the family and/or business unit.

Remind everyone of the discussion rules, and ask that they follow those rules while compiling a "Statement One" for their group.

Move around the room offering encouragement and assistance to those who indicate a desire for such help.

Encourage brief discussion of any high priority questions.

Ask that everyone start at the bottom of page 16 and complete the RESOURCES AND ALTERNATIVES QUESTIONS:

Point out that this group of questions helps to identify additional skills and resources that participants may possess, but may not have recently used or thought about. e.g. Skills from volunteer work, military experience, and short-term employment.

Secure A Commitment To Complete Outside Work:

Ask each family and/or business unit group to set aside a specific time prior to the next workshop session that they will use to review and discuss the Interest and Motivation Questions and to write all the Interest and Preference Statements.

Sketch out again the nature of the GOALS Process, indicating that their outside work will be a principal basis of the goal identification that is to occur in the next workshop.

Remind participants of the need to follow the "Discussion Rules."

SUGGESTED PROCEDURES FOR GOAL IDENTIFICATION

This session will require 45 to 75 minutes of workshop time.

In this workshop, participants will use pages 18-27 of their circulars. You will need the same number of copies as for the first workshop.

> Divide each into pages 18-23 (the BUSINESS GOALS pages) and pages 24-27 (the FAMILY LIFE GOALS pages), and restaple.

Don't forget the extra set of pages 18-27 for each firm -- the "record copy."

You will also need one copy of "Whither Leads the Cowpath?" for each person in your audience. (Make copies from the original at the back of this circular.)

Clients Share Experiences:

Encourage participants to share and discuss their reactions and experiences with the self-assessment activities.

Take several minutes for this discussion by using a combination of comments that you make and questions that you ask the group. Be careful not to "corner" anyone by your questions, but try to stimulate some reactions and discussion.

Regardless of the response, try to build understanding that nearly everyone finds it difficult to assess their situation and discuss family issues, but it can be done by people like your clients.

Respond to questions, but be prepared to shift topics quickly if the discussion threatens to turn into an airing of personal complaints.

Distribute Pages 18-23 of the Circular:

Use an overhead visual or other diagram to illustrate the part of the overall "GOALS" process that they are now working on.

Give each person a copy of "Whither Leads the Cowpath?" Have your clients read it. Encourage comments and/or discussion of its content, placing emphasis on the concept of the "winner" as a person who can "Assess reality and make a constructive response."

Shift thinking back to the circular and ask participants to think in terms of a time line or other approach that visualizes goal identification as being the means of identifying alternative futures. Ask them to think in terms of:

WHERE . . . are you going?

HOW . . . do you intend to get there?

WHEN . . . do you intend to arrive?

Note that WHERE has both a "destination to be reached" component, and an "action to be completed" component.

Discuss management as a goal-directed activity -- an activity focused on attainment of previously identified goals.

Explain that goal identification activities will be started in the workshop, but a major portion of the goal identification will occur through sharing, discussion, and analysis done outside the workshop.

Identify the nature and importance of long-term goals as statements of conditions that one hopes to attain over periods of many years.

Describe short-term goals as statements of conditions to be attained over the next one or two years.

Call attention to principal characteristics of goals as described on page 19 of the circulars:

Goals are action statements that identify a desired or intended situation -- they usually start with an infinitive verb, "To complete . . .," or "To earn . . .," or other infinitive.

Long-term goals have a time dimension -- usually expressed in years or in terms of a stage of life.

Long-term goals that are linked to a stage of life often identify a quality of life or work that is important.

Long-term goals must be <u>believable</u>. (They must be goals that you can believe in and will actively seek to attain.)

Short-term goals have a time dimension and a measurable intended outcome.

Short-term goals must be <u>attainable</u>, or they are not useful.

Remind everyone that insights from the self-assessment can contribute to better thinking as business goals and family life goals are identified.

Point out the ranking procedure suggested for each type of goals.

Follow the sequence of individual work and sharing that was used during the self-assessment. Have participants identify and share initial versions of business goals before initial identification of family life goals.

When the available time has been consumed, or when writing and discussion dies down, remind participants that the complete process will require time and discussion that they will need to do at home.

Completion at home will ensure adequate time for their individual and joint activities, and will assure that discussion is private.

Ask for questions of general importance to the group, and respond using generic terminology to avoid privacy violations.

Remind participants of the nature of the process in which they are engaged, and the nature of goal-directed management.

Indicate that the priority setting exercise to be introduced in the next meeting will help them resolve goal conflicts.

Also, remind them that they to select a time when they <u>are not</u> excessively tired or distracted by other things, <u>to observe the</u> "<u>discussion rules</u>," and <u>to develop a</u> "<u>record copy</u>."

Ask your clients for commitment to a specified time prior to the next workshop that they will use to develop a record copy set of long-term and short-term business goals and family life goals.

BACKGROUND INFORMATION ABOUT PRIORITY SETTING

Some Insights from Experience

Within audiences, reactions to priority setting usually will vary widely. Some persons will find priority setting an interesting challenge and will independently work through the steps used in the circular. Others will find the entire process difficult and/or not very interesting, but will complete it if encouraged to do so. Some may "opt out" and elect not to participate. In recognition of these differences, two approaches are suggested.

The first is the most complete and is called, "GOAL ANALYSIS PRIORITY SETTING." Through Goal Analysis, clients examine relationships between short-term and long-term goals before going on to complete the "GOAL EVALUATION" described below. The most complete approach is recommended for all persons who are willing to invest the needed effort. It should be particularly useful when many goals have been identified, when more than one family is involved in the business operation, or when considerable goal conflict is present.

The second approach is less complete, and is called "GOAL EVALUATION PRIORITY SETTING." In it, participants respond to four questions about each high-ranked goal, discuss their responses, answer a "Summing Up" question about each goal, and then to on to set priorities. As noted above, those who work with Goal Analysis also complete the Goal Evaluation approach.

These two approaches to priority setting are described on page 31 of the participants' circulars.

PRIORITY SETTING -- THIRD WORKSHOP ACTIVITIES

You will need one copy of "Work Is My First Priority" for each person in your audience. (Make copies from the original at the back of this circular.)

Start the third workshop by asking for questions or discussion of goal identification experiences. Again, you will want to stimulate some sharing of the difficulty of identifying and agreeing on goals.

Shift the discussion to priority setting by handing out "Work Is My First Priority" copies, having participants read and discuss it. Use a flip chart or overhead projector to develop an inventory of responses to the discussion questions.

Distribute the remaining pages of the circulars and give a short summary of the priority setting alternatives.

Ask participants to study the alternatives and, prior to the next workshop, to select the approach each will use.

PRIORITY SETTING AND MANAGEMENT PLAN DEVELOPMENT
FOURTH WORKSHOP ACTIVITIES

Start discussion by asking for questions, and dealing with any that are advanced.

Discuss priorities as:

- A means of making choices that limit the claims placed on resources.

- A means of reducing conflicts between business activities and important family life activities.

Point out that goal attainment in both business and family life is important if life is to have balance and meaning.

Emphasize parts of the circular content that you believe will help the audience understand and more effectively use priority setting.

Discuss the nature of priorities as described on pages 28 and 29 of the circular, AND THE NEED TO BASE PRIORITY DECISIONS ON ALL AVAILABLE INFORMATION INCLUDING THE RESULTS OF FINANCIAL ANALYSIS

Indicate that in this priority setting exercise, each person, family, or business unit should focus on their highest ranking goals.

Remind your clients that:

Giving high priority to a goal <u>does</u> <u>not</u> mean that other goals are ignored.

Depending on the type of priority rankings used, high priority goals receive preference for resources, but those resource commitments may be limited so other goals can be attained.

If time is short, call for questions. Then have your clients take the circular home to work with further. Ask for two commitments:

A commitment to identify now a time and place when they will work on their priority setting.

A commitment to follow the "discussion rules" whenever they work together on goals and/or priority setting.

If there is time to go ahead with priority setting in your meeting, encourage participants to carefully read and follow the instructions for each part of the circular.

When they have completed the work they are willing to do at this time, or when the available time has been used, remind participants that they should re-examine and complete their priority setting work prior to working on development of a management plan.

PREPARING A PLAN FOR GOAL-DIRECTED MANAGEMENT

Work on a management plan can be started in a workshop, but generally will require continued effort over a period of time.

Remind your clients that only in the management plan do they bring together goals, priorities, use of resources, and expected returns.

Thus, only the management plan gives a relatively complete overview of what might be expected for the coming year.

Completing the management plan will require information from projection of business activities and finances for the coming year(s) as well as investment of considerable time and effort.

Use an overhead visual to show how the management plan provides an overview of actions through which persons hope to attain short-term goals while making progress toward their long-term goals.

Discuss each step in completing the management plan portion of the circular, emphasizing that groupings of short-term goals under the three headings should reflect participants' best judgments about mutually supporting aspects of their goals.

Explain that an "activity or enterprise" as entered in the final table can be a aspect of business operations OR, an activity can be short-term family life undertaking. e.g., "Take a one-week family vacation in March."

The principal characteristics of an activity are:

- It is important enough to merit special notice in a management plan.
- It requires commitments of of time, effort, money, and management skill resources.

Use a visual of the management plan listing (the final table) and write in examples of entries that might belong in it. Ask each participant to note the examples in pencil on his/her copy.

Remind participants that the "Activity and Enterprise Listing" on page 30 is a principal source of information for entries in the management plan.

Secure A Commitment To Complete the Priority Setting and the Management Plan:

Ask for a commitment to complete the priority setting and the management plan.

If you will be completing follow-up work with clients, schedule appointments or other arrangements as needed, and follow through in encouraging them to develop and practice goal-directed management.

* * * * * * * * * * * * * * * *
*
* GOOD LUCK WITH "GOALS FOR BUSINESS OPERATIONS AND FAMILY LIFE" *
*
* * * * * * * * * * * * * * * *

A REQUEST FOR FEEDBACK

As indicated in the "Introduction" to this circular, there are other educational materials embodying the GOALS Process. Materials development always is a lonely investment of time and intellectural effort, because it's so seldom that persons who use the materials provide substantive feedback. I'd like to learn from your experiences with these materials, to know what works for you and your clients and what causes difficulty. As you use the circulars with your clients, please note changes and improvements that you'd like to see incorporated into the materials. Then, by letter or telephone or in direct conversation, please share your experiences and insights with me.

Thank you in advance for your interest and assistance.

Paul H. Gessaman
Department of Agricultural Economics
University of Nebraska-Lincoln
Lincoln, NE 68583-0922

Telephone: 402-472-1748

* * * * * * * * * * * * * *

ORIGINALS OF SUPPORTING DOCUMENTS

The pages that follow provide originals of three vignettes labeled as supporting documents for use with workshop audiences where the Business GOALS Materials are primary resources. The originals can be removed and copied in numbers appropriate to your audience groups.

These vignettes provide a means of stimulating discussion among workshop participants. Discussions about anti-social or disruptive behaviors typical within all social groups always have high conflict potential. Since such behaviors are present within families and business firms, it's important that they be discussed in a constructive manner. The vignettes serve as a means of legitimizing such discussion in a low-threat manner.

As is the case with all such vignettes that I write, these three are fiction based on fact with identities and locations changed to protect the guilty.

Supporting Document
For use with:
NCR 285
NCR 286
NCR 287
August 1988

GOALS FOR BUSINESS OPERATIONS AND FAMILY LIFE

THE CLAM THAT "STEAMED" PEOPLE

by Paul H. Gessaman
Extension Agricultural Finance Economist

As he came in the door, Jerry was greeted with, "Why didn't you tell me that your parents are coming tomorrow evening?"

With a guilty look, he replied, "Gosh, Jeanne, I intended to, but it slipped my mind. They'll be here for only a few days so you don't need to go to any fuss and bother."

"No fuss and bother! What do you mean? The house is mess! The laundry hasn't been done since last weekend! You know I'm supposed to help Betty with a garage sale tomorrow. And, I still have to get ready to teach my Sunday School lesson."

"This is the fourth time since spring that you've pulled a surprise like this. What are you, a clam? Can't you remember to tell me anything?"

When the excitement died down, and an apologetic telephone call had delayed the parental visit, Jerry thought back to a heated exchange that took place earlier in the week. His partner, Dan, had reacted strongly when a carpenter arrived at the store with tools and materials to remodel the front display area. Some weeks back, Dan and Jerry had talked briefly about the need for the remodeling. Later, Jerry happened to be talking with a contractor whose work he liked, he made arrangements for the remodeling. But, now that the carpenter had arrived to do the job, all was conflict and dissent.

Jerry responded with, "What's the matter? You said that you thought we should make some changes. I just forgot to tell you I was having it done."

At that point, the nature of the discussion changed. Suddenly, Dan was as "steamed up" as ever he had been. "Just forgot! Baloney! You're always able to remember your vacation trips, and to remind me about my past mistakes. How can you forget to tell me when and how you've arranged to remodel the store?"

Dan and Jerry were starting their second decade as partners. Over the years, it had been an "up and down" business relationship. Dan liked to keep close contact with the dynamics of business operations and the thinking of customers and employees. He talked regularly and at length with customers, employees, and other members of the business community.

Jerry's strong suit was his ability to quickly size up a situation and decide what he wanted to do about it. He was likeable, alert, shrewd, and (though impulsive) had generally good judgment on business matters. He liked "to get things settled." To him, most things that were out of sight were out of mind. He spent little time in what he called "chit-chat" with other persons, as he didn't see that it had payoff for him. Accomplishment was what counted, not sharing of information.

While their business had done reasonably well, the years had brought a series of crises. In the early days, most had been financial problems, the loss of key employees, or the need for more store equipment. As time went on, more of the "downs" resulted from misunderstandings over events that came as a surprise to Dan and the store employees -- times when Jerry "forgot" to tell others what he had done. Increasingly, Dan reacted to such situations with frustration and anger -- in his words, "Jerry has me 'steamed' again."

What was Jerry to do? In one week he had "steamed" both his wife and his partner. Even though his intentions had been good, both had ended up angry. What should he do, and how should he do it? That seemed to be the primary question?

* * * * * * * * * * * * * * *

What do <u>you</u> think that Jerry should do? What should Dan do? And, what should Jeanne do? Should they do it as individuals or as a group?

Take a little time to discuss this story with the person sitting next to you. Try to agree on some suggestions for each of these three persons. Write brief summaries of your discussion here:

Things that Jerry should do are: _____

_____

_____

_____

_____

_____

Things that Dan should do are: _____

_____

_____

_____

_____

_____

Things that Jeanne should do are: _____

_____

_____

_____

_____

_____

What should be done within the family unit? _____

_____

_____

_____

_____

_____

What should be done within the business? _____

_____

_____

_____

_____

_____

DISK: RR11
FILE: CLAM

Supporting Document
For use with:
NCR 285
NCR 286
NCR 287
August 1988

GOALS FOR BUSINESS OPERATIONS AND FAMILY LIFE

WHITHER LEADS THE COWPATH?

by Paul H. Gessaman
Extension Agricultural Finance Economist

Awakening from a nap in the warm afternoon sun, the calf was all alone. Hunger stirred, and it moved from tuft to tuft of succulent grass, meandering across the meadow and through a draw. At one point, a wind-blown tumbleweed seemed a sudden threat. The calf jumped, turned, and blindly ran to the right. With the luck of the innocent, no predator was present, and the calf soon went on to rejoin the herd.

That evening a strolling rabbit came on the calf's meandering route. Travel along that faint trace seemed easier than hopping through undisturbed weeds and grass, so the rabbit went where the calf had gone. Nose glued to the rabbit's scent, a coyote followed close behind. The rabbit had become a motivated, but involuntary leader.

Other rabbits and coyotes passed along the way wearing down the grass and weeds. The trail widened as deer browsed and rubbed shrubs along the now-visible pathway. Then came an Indian pursuing venison, and an explorer in search of adventure. Each thought, "That track must be the easy way - it's very well used." They, and others, made the track a trail.

The years went by, people moved in, the trail became a country road, the road a paved highway. "Tumbleweed Bend" from the calf's long-forgotten scare became "Dead Man's Curve" -- with dubious but widely recognized fame. Danger no less real than the coyote's threat to the rabbit became a part of daily life for all who used the highway.

Finally, the roads department called a hearing. It asked for suggestions on whether to relocate the roadway and eliminate what was now spoken of as "a most dangerous corner." Speakers gave eloquent testimony of the risks borne by travelers. One asked, "Why did you build the road with that corner in it?" The only answer was, "I don't know, do you?"

No one could reply. No one then living knew of the warm afternoon, the calf, the tumbleweed, the rabbit and the coyote, the deer, the Indians, the explorers, and the early road builders. Even as they lived, and sometimes died while traveling that wretched highway no one knew about the animals and humans whose "follow the leader" transit of the vicinity had transformed the hoof marks of a little calf into a dangerous highway.

Do You Travel Along A Cowpath?

How do you make decisions that determine the nature of your life? Are you one who travels along a cowpath? Do you follow the familiar way without conscious thought, and change direction when momentary events intrude? If so, your answer to "Why did you . . . ?" also may be, "I don't know, do you?"

If so, your important decisions may be made while you're on an "automatic pilot," that was set by persons other than yourself. If you don't select your own course, you may be ruled by the expectations of friends and family - maybe it has always been understood that you would grow up and marry the boy/girl next door, or go to a certain school, or join the occupation of a relative. Some aspects of life may be determined by events as unexpected as the wind-blown tumbleweed. Someone will say, "What you ought to do is . . ." and, on automatic pilot, you do it. You do what you do because your decisions are based on others' opinions and governed by habit.

When the choices that shape your life are made by others - when you're not the one who sets your course - you can't determine important aspects of your own life and well-being. Not every decision must be exhaustively examined, discussed, and debated - if you did so, you would be paralyzed by decision making. But, it's important that you make key decisions that determine the nature of your life and work. When this is so, you'll be free of the cowpath and its dangers.

The Decision Pyramid

If you want to be a winner in life - to be one who assesses reality and takes constructive action - it may help to think of life as a pyramid of decisions. At the top of the pyramid are a handful of major decisions that determine the nature of your life. At the bottom are the many micro decisions that set your lifestyle. Between these extremes are the minor and tertiary decisions that "set the stage" for your actions and activities. The pyramid looks like this:

-- Major Decisions. These decisions determine the fundamental nature of your life: the person you marry, your choice of occupation, where you live, the nature of your family relationships. You make ten or a dozen of these decisions in your lifetime - they form the top of the pyramid.

-- Minor Decisions. There may be as many as 100 minor decisions making up the framework of your daily life: the level of education you seek, your choice of school and major subject, the social circle you select, your personal standard of performance. (You could earn an "A." Do you settle for a "C" because it's easier?) Through minor decisions you select the ways of implementing your major decisions.

-- Tertiary Decisions. These decisions set your approach to daily life. Is your work done on time? Are you adequately prepared for work responsibilities? Do you keep learning new skills? Are you on time for meetings and appointments? Do you spend more or less than you earn? Is your credit good? Can people rely on you as a confidant? These things and many more are determined by your tertiary decisions. They guide the things you do each day.

-- Micro Decisions. At the bottom of the decision pyramid, micro decisions set your operating style. They determine the quality of your work and the nature of your interactions with others, the image you create in others' minds, the extent to which you use and expand your capabilities, your level of awareness about actions and activities that affect your life. Are you "with it," or "out-of-touch?" Are you mentally growing, or only existing? Over time, micro decisions set the limits of your attainments, determine the extent to which you are able to achieve your potential.

Do You Want the Cowpath?

Travel on the cowpath takes you where others have been. In large part, it reflects past events while skirting the peaks and valleys of life. On the cowpath you won't be challenged to think or do your best. And, it may lead you into presently dangerous "corners" that exist for reasons now unknown.

If you want to reach your most coveted destinations - to achieve your most important goals - the cowpath is not for you. To avoid it, take actions that only you can take. Know where you are going, how you intend to get there, and when you intend to arrive. Be sure you control your "automatic pilot," while being ready and willing to "re-set" it when the need arises. Recognize your mindset. If it is negative, be willing to change. Focus on making positive decisions at all levels of the decision pyramid.

Be willing to trust people - yourself and others - as trust is the basis for constructive action. Recognize that life will have many setbacks and disappointments while continuing to believe that you can have a better tomorrow. Be willing to abandon things that don't work, and to replace them with things that you can do well.

You can be a winner in life - one who assesses reality and responds constructively to that reality. It may require that you change your style and approach, but that can be done. Is it easy to change? Usually not. But, change is possible for amateurs like you and me. And, change often is the key to a tomorrow that's better than today.

DISK: RR11
FILE: COWPATH2

Supporting Document
For use with:
NCR 285
NCR 286
NCR 287
August 1988

GOALS FOR BUSINESS OPERATIONS AND FAMILY LIFE

WORK IS MY FIRST PRIORITY

By Paul H. Gessaman
Extension Agricultural Finance Economist

Jim was the energetic owner-manager of a manufacturing plant located in a small rural town. As appropriate to the customer's needs, Jim's ten employees fabricated a wide variety of small steel parts and products. In most cases, customer-provided "specs" and quality control standards were followed, though some of the products were Jim's original designs. Jim especially enjoyed the challenges of designing products and production methods, and a high proportion of his time was spent in solving design and production problems.

The plant had been in business for more than 30 years, with Jim holding full management responsibility for the last eight years. He had become the principal owner and manager following his father's untimely death from complications following what was thought to be a minor coronary. Despite his lifelong association with the plant, Jim still found it somewhat uncomfortable to be "the boss."

Prior to the last two years, fabrication of steel products had been the only production activities. Then, Jim had been asked to develop a molded plastic part containing metal inserts. He was intrigued by the possibilities of plastic and metal fabrication, and worked day and night to make the process successful. It took many hours of experimentation and considerable ingenuity to modify the new injection molding machines so they would reliably produce high quality products. Jim's success in developing a reliable fabrication process had opened up new product markets.

Despite this significant victory, many things were not going well. Two long-time customers had taken their business elsewhere when late deliveries from Jim's plant stopped their production lines. During the past year, the Internal Revenue Service had assessed penalties for late payroll tax deposits. Jim now avoided contacts with his banker, because the banker wanted a 50 percent paydown of the plant's short-term debt (short-term debt had tripled in the past three years). Last month, two key employees left for other jobs when their paychecks were returned by the bank due to "insufficient funds." In a recent conversation with his best friend (a local businessman), Jim summed it up by saying, "Things just never seem to work out."

The friend responded by suggesting that Jim keep a complete record of his work activities and use of time during the next quarter. He suggested that if Jim would do so, then they could sit down together and talk about major work activities and priorities for the use of Jim's time. Jim responded, "Work is

my first priority," but agreed to keep the work record. As he commented to his wife that night, "What do I have to lose?" And, he secretly expected that the record would show he was the busiest person in town.

The next three months went past quickly. Jim genuinely tried to keep a record of his activities and time, and was reasonably successful in doing so. Then, he and his friend got together to look over the data and discuss its meanings. Among other things, they discovered that:

-- When work for all purposes was included, Jim had worked an average of 75 hours a week.

-- Jim had worked all night at least once in the final business days of each month to bring the company books up to date. The books had to be brought up to date so he could provide documentation justifying the borrowed funds he needed to cover monthly payroll checks.

-- Efforts to collect accounts receivable from two customers had required several days of Jim's time. In both cases, the customers had been sending partial payments in response to billings for monthly shipments. In one case, the amounts owed included balances owed for more than a year. Unfortunately, neither firm could pay the back amounts, so Jim had stopped producing for them.

-- About one hundred hours of Jim's time had been used for a pilot effort with a new product. It required some modification of an injection molding machine making that machine unsuitable for the parts production for which it was regularly used. This meant that other machines were run overtime. The extra labor cost consumed all profits from the new product. Jim greatly enjoyed devising the needed production process though the entire venture cost more than it returned.

-- The city cited Jim for excessive trash accumulations around the plant. Most of the "trash" was from manufacturing overruns during the past five years. Jim's attorney was trying to get the citation abated because Jim believed that purchasers for the overrun parts could still be found.

-- The entire plant was closed down for five days following a flash fire in the paint booth. The fire resulted from a breakdown of the ventilation system that wasn't repaired. Both the paint operator and Jim had thought open windows and doors would provide ventilation needed for safety. But, other workers were bothered by a cold wind and Jim didn't notice when they closed the doors and windows. When painting started, it wasn't long until a fire erupted.

-- A long-standing tense situation with the office manager had "boiled over," and wasn't yet settled. The manager had periodically objected to Jim's writing checks for supplies or incidental expenses without recording them in the ledger. When some checks "bounced," it turned out that the bank balance was $2,000 less than the ledger showed because of Jim's unrecorded check to a trucker. The manager always had taken great pride in the accuracy of her work, so was angered and frustrated by having checks returned by the bank.

-- The quarterly closing financial statement prepared for the bank showed a substantial decline in net worth during the quarter. The banker reacted by telling Jim that within a week he must have a written management plan showing how he planned to restore financial viability.

As Jim and his friend examined the work record and discussed this information and the insights it provided, Jim's friend wasn't enthusiastic about the things he saw. Jim defended his use of time and money saying, "But, my employees and I work harder than anyone else in town."

Jim's friend replied, "Maybe you just need to work smarter, not harder."

What do you think? Do you believe that Jim knows where his manufacturing plant is going, how he is to get there, and when he will arrive at his intended destination? In other words:

-- Would you say that Jim has identified his goals for business operations?

-- Would you say that Jim has, and follows, management priorities?

-- Does "Work is my first priority" make Jim a good manager?

-- How might Jim's situation be improved?

Think for a few minutes about these questions, and your impression of Jim's management style. Discuss your reactions with others. On the lines below, record your answers to the four questions and any other ideas, thoughts, or concerns that emerge in your discussion.

In your opinion, has Jim identified goals for his business operations? _____

_____

What are Jim's management priorities? _____

_____

Does Jim's hard work make him a good manager? _____

_____

What should Jim do to make his work more effective? _____

_____

_____

_____

_____

_____

DISK: RR
FILE: WORK

Programs and activities of the Cooperative Extension Service are available to all potential clientele without regard to race, color, sex, national origin, or handicap.

In cooperation with NCR Educational Materials Project

Issued in furtherance of Cooperative Extension work, Acts of Congress of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture and Cooperative Extension Services of Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, North Dakota, Ohio, South Dakota, and Wisconsin. Leo E. Lucas, Director, Cooperative Extension Service, University of Nebraska-Lincoln, Lincoln, Nebraska 68583.